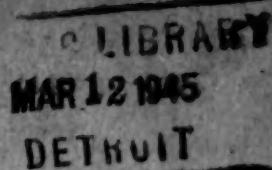


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# College and Research Libraries

Vol. VI, No. 2, March, 1945

Association of College and Reference Libraries

## College and Research Libraries

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By CHARLES F. GOSNELL

## A Voice for National Interests

*As readers of College and Research Libraries know, the American Library Association proposes a campaign for a Library Development Fund, with a view to caring for the interests of libraries at the nation's capital. The bearing of this upon the position and work of college and reference libraries is brought out in the following statement.*

**A**S ISOLATED INDIVIDUALS, the members of a profession have great difficulty in making their influence felt in public matters. With the development of group consciousness and group organization and the erection of machinery of contact with other groups, they become more important social factors.

While professional associations lack the financial resources of business groups and while they lack the numbers of labor and agricultural associations, they possess assets which are of prime importance in public affairs today: namely, the technical knowledge of their members and strategic places their members fill in modern society. Yet the importance of librarians to modern society seems to be equaled only by their modesty and timidity and, all too often, by their frustration. They are charged with care of that great collective brain of modern technological civilization, the printed page. It is the corporate memory of things past and the great medium of communication and integration of thought for the present and future. But by their very selfless devotion to it, librarians sometimes fail to save it from those who would destroy it or from

those who, from ignorance or indifference, would starve it.

There is evidence that we as a profession are beginning to know and appreciate compelling economic, political, and social facts. The American Library Association plan to establish a Washington representative is a most welcome sign that the professional association is seeking to keep in step with the times and that the zeal to greater service which moved the founders in 1876 is glowing anew.

Although the national Constitution does not so provide, it is increasingly apparent that there are two levels or bases of representation in our government. The first and highest is that which always has existed, that of duly elected officials, broadly representing parties and localities. The second basis of representation is that of groups of citizens with common interests. While each individual citizen still has the ancient right of petition, in effect it has been devaluated by the tremendous increase in the number of citizens and by the complexity and interrelationships of each citizen's needs and desires. It is only through the group and with expert testimony, effectively presented, that the modern citizen can be heard.

As a profession, we librarians are noted for loyalty and devotion to the public welfare. Our satisfaction is in service, and no amount of increase in sales and consumption will be reflected in increased profits. We are peculiarly fitted to raise our voice in Washington for the good of all.

The plan to have an established represen-

tative in Washington is by no means an experiment. Certainly it is not new to other professional associations. Many of the groups to whom we are closest in interest have permanent headquarters there and wield important influence, among them being the National Education Association, the American Council on Education, the American Council of Learned Societies, and the American Association of University Professors. The American Library Association has done this sort of thing with great success in one field, that of library relations with Latin America, and recently, to some extent, in connection with other international relations. Our representatives have been accepted as experts and have rendered important services to the government. There has been no question as to their sincerity and the value of their contribution nor of the purposes of the Association which sponsored their efforts. We have both the right and the duty to have a voice in other affairs of even greater importance.

It is true that we have spoken on other points and other issues and occasionally our voice has been heard. But the record is not completely satisfactory. Perhaps those who have listened to our representatives have measured our convictions as to what was said by our failure to provide constant, continual, and completely effective support. Without reflecting on the excellent work which has been done on a part-time basis, doubtless more could be accomplished with a regularly assigned representative who was in a position to learn his way around, to get acquainted, to be always available for questions, and to practice that watchful waiting which is essential in gaining results.

Among the issues with which college, university, and research librarians have recently been concerned, or may soon in the future be concerned, the following may be cited. The conclusion is obvious that

concentrated effort is necessary and that the A.L.A. campaign deserves fullest support.

We are all interested in securing surplus property; we want to deal directly rather than through brokers in the open market; we certainly don't want to see this material destroyed, as some have proposed. If any governmental aid to college and research libraries is available again, we want to put in our claim. As the programs for returning veterans develop, college and university librarians wish proper recognition for the services they render; this support finally came for the Army Specialized Training Program, but we were worried by the delay.

We are disturbed by the increasing limitations and difficulties in the distribution of government documents. Our primary concern is not self-interest in making our acquisition work easier but our fundamental responsibility in a democracy to see that documents are properly available. We are glad that the Library of Congress catalog is at last being printed but we are distressed that so useful and important a tool could not be produced and distributed by the same liberal hand that has broadcast so many thousands of tons of paper bearing print of relatively little consequence. In harsh but reasonable words someone has compared the cost of this set with the cost of a comparable volume such as the Army Medical Library catalog and called the difference a *tax* on the dwindling book funds of our libraries.

We are faced with continued difficulties in the way of purchase and importation of foreign books. If we are to continue to serve our college and university students and faculties, we must insist that these channels be cleared as soon as possible.

When we seek to make our voice heard in Washington we are not looking for Santa Claus. We are only expressing our belief in the vital importance of our work.

By CHARLES HARVEY BROWN

## Libraries and Graduate Programs, Especially in the Scientific Fields

*Mr. Brown, librarian of Iowa State College, has adapted a paper read at the Conference of Presidents of Negro Land-Grant Colleges on Oct. 24, 1944.*

THE DEVELOPMENT of an adequate library for graduate instruction is far more complicated than is the organization of an undergraduate library. Instruction on the graduate level, even if limited to the courses necessary for the master's degree, is expensive. Many of the requirements for a library to support graduate instruction are beyond the control of the librarian and must be studied by college presidents and boards of trustees. Unless certain basic conditions can be met, it would seem desirable to postpone the inauguration of a graduate school until a survey can be made of vital factors necessary for a satisfactory program. An adequate library is one of these factors, but not the only one. All of them are interwoven. The library must not be isolated and considered apart from other factors. We librarians too often have thought of the library as a distinct unit in itself, without much study of its relation to instruction and research. The library is not an ivory tower, although some buildings might lead to such a supposition. It is rather a house by the side of the road, in which students and faculty congregate to prepare for their lifework and to serve the ever-increasing demands of scholarship. The library is a service institution. The needs of a library

can be ascertained only by a study of the present and future needs of faculty and students, which in turn must be based, if a final analysis is to be made, on the needs of society or, in many cases, on the needs of a segment of society. All of us must give attention to the needs of the social groups which our particular colleges are to serve.

What are the external factors which will make possible a library equipped to support graduate instruction?

A requirement for an adequate library for graduate study which must have first consideration is a clear-cut definition of the fields which are to be covered by the college. Universities have an unusual opportunity to develop intensively certain fields both in pure and applied science and in the humanities. By limiting their fields, they can become outstanding in certain areas. No library now can be all things to all people. There is some possibility that in a given case we can build up an adequate library for research in a limited number of fields. If we make the mistake of adding to these definite fields all the areas of human knowledge, we shall be lost.

Some deans of graduate schools in large universities with annual incomes of many million dollars a year are now beginning to realize that even these great universities cannot offer graduate courses in all subjects or attempt to build up libraries to support such instruction. One of our wealthiest

universities reported through its librarian that it was not greatly concerned over the lack of certain periodicals in agricultural botany, as its interests were not greatly concerned with this field. Institutions with limited funds should restrict their graduate programs to a few definite fields. Many of us cannot hope for enough financial aid to support a library for graduate instruction in any great number of disciplines.

#### *Specific Fields*

The fields to be covered must be defined specifically. The terms history, agriculture, and home economics are too general and not sufficiently descriptive of research areas. If the fields in which the library is to be developed can be defined, for example, as human nutrition, soils, farm crops, and animal chemistry, the difficulty in building up adequate library service will be eased. For example, any extension of the graduate program of institutions now specializing in the pure and applied sciences or in education, into the wide range of fields of the humanities is, in my opinion, a selling of their birthrights and a sacrifice of the special contributions which these institutions can make. Institutions in a given area should agree among themselves on the particular fields which each should develop on a graduate level. Not every state needs a school of veterinary science or a library school; neither should all universities specialize in research in all fields of history. Librarians can be of great assistance in emphasizing to deans and faculties of graduate schools the impossibility of equipping any library to serve adequately research in all fields. Graduate instruction should be rigidly limited to disciplines which can be supported by the library, and no additional fields should be added until funds are available for the acquisition of

research publications and for the employment of a qualified library staff.

A second factor which is necessary in the development of a library for a graduate college is the presence on the faculty of men and women who understand research and are engaging in research activities. They may, or may not, possess advanced degrees. A doctor's degree does not always guarantee research ability. A person engaged in research will advise the librarian on the publications most needed in his discipline. Without the aid of experts in various areas any librarian is lost, for no librarian can be an expert even in the limited fields covered by those universities which have already restricted their programs. A small group of well-prepared research workers will bring to any college a definite interest in scholarship and research. Such men will set the standards for the whole college. Without them a satisfactory graduate program cannot be developed. Neither can a library suitable for research be built up.

#### *Libraries vs. Faculty Interest*

It has been my privilege to have observed for many years the equipment of libraries in relation to graduate programs in the pure and applied sciences. In conversations with faculty members of many institutions I have found that members of the faculty who knew the literature in their fields were the most insistent on the need for adequate library facilities. Furthermore, these men and women were considered by their presidents as the most valuable members of their faculties. In many large universities the development of the library book collections in certain areas correlates closely with the strength of individual departments. One president recently inquired why the library of his university was strong in some major departments and weak in others. The reply was obvious.

The ability and interest of a faculty member cannot be judged by the degrees he possesses. Too often some of us seem to have stopped our education on the day the doctor's degree was received. In studying lists of books compiled by members of the faculties of certain universities it was easy to discover when the education of some professors had ceased, for such lists did not include any publications issued in the years since the compilers received their degrees. Strong, active, and progressive faculty members are necessary in those areas in which graduate instruction is to be given. These faculty members will furnish a firm foundation for the development of the library. Most presidents know that it is impossible to retain indefinitely the services of scholars active in research unless adequate library facilities are available. Any tendency to the intellectual death of faculty members must not be encouraged by the lack in the library of the books and periodicals necessary for intellectual growth.

A third requirement is that adequate funds be available. The present condition of the library will affect the amount of funds needed. Unless funds are available for the building up of suitable collections for research it may be advisable to postpone the inauguration of graduate courses until such funds are obtainable. Financial restrictions present another reason for developing a graduate program slowly, with rigid limitations to definite fields.

#### Necessary Periodicals

Attempts at research without adequate library facilities will result in duplication and wasted effort. The accessibility of collections in neighboring institutions must be taken into account. It may not be necessary to purchase complete files of every periodical for which current subscriptions will be necessary but many complete files,

especially of scientific and technical periodicals, will be required. Also, complete sets of indexing and abstracting journals such as *Biological Abstracts*, *Nutrition Abstracts and Reviews*, *Zentralblatt für Bakteriologie, Parasitenkunde, und Infektionskrankheiten*, *Zoological Record*, American, British, and German chemical abstracts, etc., will be essential.

A study is being made of the most important periodicals in various fields of science. The method used is to count the citations to periodicals as noted in articles in certain research journals. So far, the fields of chemistry and botany have been covered. In chemistry, 89 per cent of the citations were to periodicals, 6 per cent to books, 3 per cent to patents, 1 per cent to theses, and 1 per cent to miscellaneous unpublished material. Forty-five and five tenths per cent of the citations were to periodicals published ten years before the publication of the article in which the citations were made, and 33.3 per cent were made to periodicals published over twenty years before the citations were made. Comparable figures were obtained in the study of botanical periodicals. We might conclude from this that, for research, chemical periodicals are far more valuable than books and that we cannot ignore the necessity of complete sets of certain periodicals. The occasional reference in research articles made to these earlier volumes can, in some cases, be satisfied through interlibrary loans, but research chemists usually desire immediate reading of articles at the time a project is being developed. Furthermore, they need to examine many articles not cited, since only an examination can disclose whether an article will cover the exact points under review. The statement sometimes made that files of periodicals published before 1920 are not necessary will not be accepted by research chemists.

### *Periodicals and Binding Funds*

Adequate provision must be made for binding. The amount required for subscriptions to scientific and technical periodicals and for binding will far exceed the amount required for the purchase of books, insofar as scientific and technical collections are concerned.

There is a definite need that a library budget be prepared each year. The faculty, the library committee, and the librarian must know how to plan the book purchase program. Unfortunately, many colleges in certain sections of the country do not yet budget their funds insofar as the library is concerned.

Any study of higher educational institutions in some Southern and Western states would seem to make clear the need for some form of federal aid. These states do not have incomes sufficient to support education on a graduate level as at present organized. Various checklists of library holdings have shown a great disparity between universities of the North and those of the South, with the possible exception of Texas and North Carolina. There seems to be a clear justification for some means of equalizing educational opportunities throughout the country. Any comparable study of the libraries in institutions of higher education will show the difficulties of maintaining a high level of graduate instruction in certain regions.

A fourth requirement for the development of a library to support graduate instruction is a sympathetic understanding on the part of the college president. Fortunately, there has been in recent years an indication that college and university presidents are paying much greater attention than formerly to the development of their libraries, especially in the South. Discussions at meetings of presidents and deans of graduate colleges in regard to the

organization and development of library resources have greatly increased. Much credit is due to library leaders in the South who have been encouraging this movement.

### *Adequate Staff Needed*

The need for an adequate library staff in the development of a graduate program demands more consideration than can be given in this paper. It is presupposed that an active research faculty and an understanding president will see that an adequate library staff is appointed. There are some neglected areas of librarianship which deserve special attention in any consideration of the library in relation to a graduate program. Unfortunately for a large group of universities which have restricted their graduate programs to the pure and applied sciences, most librarians have specialized in the humanities. Well-qualified librarians for this group of institutions cannot be found. College students who have specialized in science and to whom adequate fellowships for graduate work are available, are reluctant to attend library schools.

There is another factor which affects the service a well-equipped library can render to the graduate program in pure and applied science. In most institutions the science departments have separate departmental libraries. Usually the university library houses collections in the humanities and in sociology but not the collections in pure and applied science. The head librarian and many members of his staff are not familiar with the requirements of scientific research nor with the bibliographical tools that make such research possible. The librarians in the departments of pure and applied science too often are poorly paid and do not have the qualifications which would enable them to give satisfactory service to research. With certain exceptions, neither the universities

nor the library schools are training and educating librarians qualified to take charge of scientific and technical libraries.

Some remedies are beginning to be developed. The basic need is for adequate compensation for the library specialists who have majored in the sciences. Some library assistants who have specialized in the humanities and who are now on the staffs of the larger institutions are taking courses in certain fields of science to enable them to qualify as specialists. The possibility of developing internships in scientific and technical libraries for librarians interested in scientific fields should also be studied. Some articles are appearing in the scientific press urging the need for well-qualified librarians in the various scientific fields. There has arisen during the last few years a considerable demand for librarians of special scientific collections who have a knowledge of language and who could assist research workers by abstracting and by limited amounts of translating, in addition to the bibliographical services usually rendered.<sup>1</sup> The qualifications are a specialization in one of the sciences during undergraduate years, adequate proficiency at least in German (probably Russian will be necessary in future years), and at least an elementary knowledge of scientific literature and bibliography. If universities and library schools can develop a curriculum designed to satisfy this need, the contribu-

tion scientific libraries can make to research will be greatly enhanced. In the meantime, younger library assistants who are interested in this neglected field of librarianship will have an opportunity to qualify by study at their own universities while still holding salaried positions.<sup>2</sup>

#### *Science and Research*

The history of the last few years has emphasized the importance of scientific research. In too many of the libraries of our research institutions, science has been the neglected orphan. The development of a graduate program which is to embrace instruction in the pure and applied sciences must include much consideration of the relationship between scientific bibliography and research. Many studies are now under way but they are being conducted for the most part by scientists rather than by librarians. It is to be hoped that even our larger university libraries will increase their attention to the specialized bibliographical needs of the scientists on their faculties.

To summarize, the five factors which make possible library service adequate for a graduate program are: (1) rigid limitation of fields, (2) active scholars on the faculty, (3) adequate funds, (4) sympathetic understanding of administrators, and (5) an adequate library staff with at least a superficial knowledge of the fields to be covered by the graduate program.

<sup>1</sup> Shorb, Lura, and Beck, Lewis W. "Opportunities for Chemists in Literature Service Work." *Journal of Chemical Education* 21:315-18, July 1944.

<sup>2</sup> Soule, Byron A. "Training for Efficient Service." *Journal of Chemical Education* 21:371-72, August 1944.

By WINIFRED VER NOOY

## University Reference Work After the War

*The president of the Association of College and Reference Libraries elaborates an earlier message by calling attention to activities that may require new emphasis in the years ahead.*

UNDER the general educational plan for ex-service men recommended by the National Resources Planning Board<sup>1</sup> and the American Council on Education,<sup>2</sup> many more men and women will be attending high school and college during the next few years than ever before. The program of the individual student may include courses leading to general, technical, or professional education, depending upon his qualifications and his interests. The student body of a university will be made up as before of young students who have come to college just out of high school, the graduate students who have continued straight through college into graduate work, and the graduate students who have returned after several years of teaching or business experience. Added to this will be the service men and women who are returning to the classrooms after mustering out and those who have been employed in the many war industries. Faculty who have remained in the university and taught regular students, the V-12's, the Army Specialized Training Program, and the Civil Air Training Service and the

faculty who have been in military service or advising in governmental capacities in Washington, will be returning to their positions in the universities.

All of these people need the best library service possible. Our library methods must keep pace with the educational program of the university. The reference room is the pivotal point that should improve or maintain its reputation. In fact, it should do all possible to increase its influence and importance in the lives of the student body, the faculty, and the research staff. Those who have been in military service will have been under Army and Navy discipline. They will want to get away from all unnecessary red tape in the use of the library, the need for which is hard for an outsider to understand.

A little self-surveying might be good for all of us. In training people to live and to study and to teach in the postwar world, the university libraries have an important role. They should take stock of their own organization and see what is unimportant in the plans of the particular library. With the much larger student body in the next few years, there will be more and more demand upon the resources of the library, and every member of the staff should attempt to be a little more efficient in his work. This hardly seems possible in the case of many people. Perhaps, though, even the most efficient persons can think of ways to save a little time in one place in

<sup>1</sup> National Resources Planning Board. Report of the Conference on Postwar Readjustment of Civilian and Military Personnel. *Demobilization and Readjustment*. June 1943.

<sup>2</sup> American Council on Education. *A Design for General Education*. Washington, American Council on Education, 1944. (Series I. Reports of Committees and Conferences, no. 18.)

order to do something else that will help make the library more effective in the post-war years. This is especially important for the reference librarians, for they, with the circulation staff, are the ones who give the public the impression of the whole library. Readers judge a library by the staff they meet, not by the staff behind the scenes who do the important work of preparing books for the shelves.

We must have those books that are valuable in following up the interests of the men who have been in Europe, the Pacific, Africa, and out-of-the-way foreign parts. We must have reference materials as well as books of description and history and probably translations of foreign literatures. We must have titles on the current topics being discussed in the daily newspapers, such as social and economic security, world peace, and the new discoveries in science. We must also have a good collection of material on ways to spend leisure time both profitably and interestingly.

These books should be made available promptly, that is, the processing departments must work quickly so that items of current interest may not be held up for weeks waiting for Library of Congress cards. After the books are ready for circulation, we should do everything we can to make it possible for the students to find them easily. Special shelves for new titles, short lists of interesting new books, book news in the college paper—are possible ways of advertising. We must remember that there are many of the faculty and students who do not like to ask questions if they can possibly find the material they want by themselves.

In addition to books, we must plan for the use of instructional films and records in classrooms and in the library. The use of audio-visual methods of instruction is growing by leaps and bounds. It is an important

matter to be considered in planning a library for the future. The men coming back from service have been having a good deal of their instruction in this manner.

The reference staff should watch more carefully than ever the bibliographical publications listing new material in all fields that might be useful. The book budget should always be stretched to include the purchase of timesaving bibliographical material. They should watch to see if new indexes should be undertaken or if new publications should be indexed in those already being published.

Reference librarians will be eternally grateful for such ventures as the *Union List of Serials* and the list of *American Newspapers, 1821-1936*. They all mean the saving of hours and hours of correspondence with other libraries all over the country to locate material. Such published lists, as well as the great union catalog in the Library of Congress, make research possible with greater speed and ease than ever before. They are tangible evidence of the value of cooperation.

What other cooperative undertakings are there that we should all support, either nationally or regionally? They seem like large pieces of work when first suggested and when carried out, but their value should be considered over a period of years. Would union lists of university publications, of master's theses and doctoral dissertations, or of foreign newspapers in American libraries, be helpful?

We can do still more in helping students to help themselves. Many colleges and universities do have courses on the use of the library and its resources, but there are still institutions that lack such systematic instruction. Students like to do things for themselves and they will enjoy the information they acquire that will enable them to

(Continued on page 141)

By JEROME K. WILCOX

## A Documents Division in World War II

*This is another in the series of wartime reports from the Berkeley campus of the University of California.*

IN FEBRUARY 1944 the documents division at the University of California Library was six years old. A brief review of its accomplishments during that period may be in order before any statements are made concerning its current use by government and war agencies. The primary object of the division, from its inception, has been to give personal assistance to faculty, students, and others in locating, using, and interpreting public documents. It is the only unit in the library where acquisition has been combined with service. Adequate service in the public document field can only be maintained so long as the personnel keeps up to the minute with government organization and new publications. The documents staff has therefore been responsible for acquisition and for keeping the collection up to date. There have been some handicaps—the chief one being lack of space, which is not unique in the library. Of late a second has been the inability because of war conditions to acquire sufficient student and clerical help, which unfortunately has placed upon the professional staff an undue amount of routine detail. In spite of this, however, the chief purpose of the division remains public service.

With the establishment of the division, all uncataloged and unbound federal, state,

and foreign public documents were placed therein. The comparatively small amount of municipal material, principally from large cities, was thrown into the state group.<sup>1</sup> To facilitate finding everything readily, the publications were arranged first in three large categories: federal, state, and foreign; and second, in each of these groups, alphabetically by the inverted name of the issuing agency, *e.g.*, Census Bureau rather than Bureau of the Census or Department of Commerce. Bureau of the Census.

The catalog in the division will ultimately be a union catalog. It will contain, first, an author or agency list of all of the public documents appearing in the general library's public catalog; second, the current record cards for all governmental periodicals and serial publications, as well as temporary cards for various separates before they are cataloged and classified; and third, a record of all of the public documents located in departmental or special libraries on the Berkeley campus. Of these three groups, the first and second are nearing completion. Progress is being made in recording the third, as the division now has records of the public documents contained in the libraries of the Bureau of Public Administration, forestry department, and Giannini Foundation. Quite a number of other departmental libraries also have public documents. The two largest

<sup>1</sup> Collecting California municipal and county documents is a function of the Bureau of Public Administration.

units whose holdings are not yet incorporated in the catalog are the law library and the Bancroft Library.

The objects of throwing all of these data into one file are to give the reader a call number indicating general library stack location, to advise him what department has the document if it is not in the general library, or actually to direct him to the document in the uncataloged collection in the division.

The union catalog is maintained as an author or agency list with no subject entries. Subject approach is entirely through the very complete collection of guides, bibliographies, and reference tools to public documents and their use, located in the division. In addition, there is a complete collection of the blue books or manuals of the forty-eight states, as well as the official or national yearbooks, blue books, statistical yearbooks, etc., for all foreign countries, including British and French colonies. The yearbooks and blue books have been brought together here because many times they furnish keys or clues to official information through footnotes, etc., by means of which the staff can give the patron fuller data from the more detailed reports.

The success of any documents division is contingent on an adequate professional personnel. Fortunately, at California the personnel has been excellent from the beginning. Its members are interested and enthusiastic and competent to find such material as is requested.

#### *Material on World War II*

The documents division has been attempting, ever since the beginning of the national defense program, to maintain a complete and comprehensive collection of all federal and state government publications pertaining to World War II. In the

state field, the strongest collection is composed of the publications of the forty-eight state defense and war councils. In the federal field, emphasis has been placed on acquiring printed, processed, and press-release material from national and regional offices and local offices on the Pacific Coast, particularly those in California. The library is one of one hundred designated by the Overseas Branch of O.W.I. to receive after the war a set of its secret and restricted publications and to get immediately as published all nonsecret pamphlets and periodicals. The servicemen's papers of the Army, Navy, and Marine Corps are being acquired from the camps and military and naval stations within the area of the Ninth Service Command of the Army. In addition, attempts are being made to acquire the overseas papers of the Army and Navy units, such as *Yank, Stars and Stripes, C.B.I. Round-Up, The Aleut* (V-mail edition), etc. One of the strongest collections thus far is that concerning the Japanese evacuation and relocation programs, which includes all material of the War Relocation Authority, as well as papers and other publications from the evacuation and relocation centers.

#### *Foreign Publications*

In the foreign field, attempts are being made to acquire the official war publications insofar as possible. Since September 1939 the library has been a subscriber to the British Ministry of Information Press Release Service, whose items, with only two exceptions, have arrived regularly each month, thanks to the American and British navies. A very extensive collection has been built up of publications and periodicals of the European governments in exile and their national groups located in London, the United States, and elsewhere. About the time of America's entrance into the

war, there was also acquired a set of the German military orders, rules, and regulations for occupied territories. Recently a two-year file of the *Eritrean Gazette* of the British Military Administration in Eritrea was added.

The World War II collection of public documents is kept together as a unit except for restricted and confidential pieces, which have been withdrawn and placed under lock and key for the duration. This method of handling has made all items readily available. Furthermore, federal, state, and Canadian publications are indexed in *Official War Publications* compiled by J. K. Wilcox (comprising seven volumes to date) which supplies a subject approach to this part of the collection.

The division has had continual use by representatives of war agencies, war industries, and individual organizations seeking information to aid them in their relation to governmental departments. The data sought by these groups usually require considerably more searching by the division's personnel than do the average questions submitted by students.

One of the most consistent governmental users is the Army Map Service of the Corps of Engineers which has regularly borrowed topographic and land survey reports, geological surveys, and statistical annuals of countries to which American troops are being sent. The Army Recruiting Service in San Francisco drew upon the files of *Congressional Records* and House and Senate hearings at the time of the organization of the WACs in order to keep in touch with the changing provisions of the measure establishing it.

#### O.W.I. Overseas Branch

From time to time the O.W.I. Overseas Branch has called for files of reports and for statistical and popular information

about various Asiatic countries. It has also made use of the directories of official personnel of these governments.

The War Relocation Authority and the W.C.C.A. have made considerable use of early immigration figures and have also made close study of the Dies and LaFollette committees' hearings.

For the Twelfth Naval District the division has provided information on varied topics such as the cultivation of common crops in tropical countries and early naval regulations and early legislative action bearing upon naval procedure in the present war. The Legal Division of the Office of Naval Intelligence regularly checks the university's file of hearings, documents, and reports in order to keep up with current Washington legislative activity on matters which interest the Twelfth Naval District. Personnel connected with the Twelfth Naval District Intelligence Office have been studying material relative to the geology, topographical features, coastal terrain, highways, and agriculture of Pacific areas under control of the Japanese.

Closing of the several libraries formerly maintained by the U. S. Department of Agriculture in the East Bay area has resulted in numerous inquiries from agencies formerly served by their own libraries. They include the California Forest and Range Experiment Station, which has been following federal action on guayule and foreign forest product production figures, as well as O.P.A. regulations affecting timber products.

The U. S. Bureau of Agricultural Economics has sought statistical information in connection with the Food for Freedom program, postwar planning, the Central Valley Project, etc.

Turning to the nongovernmental side, the tracing of War Production Board orders, O.P.A. regulations, and other gov-

ernment orders and regulations is one of the commonest uses of the collection made by individual users. Among these users might be mentioned the radiation laboratory on the campus and the Pacific Gas and Electric Company. For the radiation laboratory, certain British government documents were traced and secured. The Pacific Gas and Electric Company also has made use of British and Canadian studies on overtime pay and wages in war plants.

Another group of documents—federal specifications upon which contract applications are based—have had considerable use. In one instance a steel pipe specification not available elsewhere was rushed to a war plant subcontractor in order that a priority application might meet a deadline.

The Selective Service System manual and its local board letters have been "best sellers" among individuals who have not found sufficient information available at draft board offices.

During the meat crisis the wholesale butchers of San Francisco drew upon the resources of information on the cutting, grading, and standardization of beef, lamb, and veal. Several representatives of con-

sumer groups have studied the material on point rationing in England and Canada.

#### *War Labor Board*

The Tenth Regional War Labor Board has been interested in data concerning demobilization of industry and postwar industrial plans. At one time it made heavy use of certain hearings on manpower. Some of these hearings were borrowed and forwarded by air mail to Los Angeles for board meetings.

There has been a general increase in the use of early patent material, especially in chemistry and aircraft. One of the recent searches was the running down of all patents for devices on aircraft carriers.

All the demands for service enumerated above have been in addition to the regular use by faculty and students. In general, 75 per cent of the requests in the division are for federal publications, the remaining 25 for state and foreign publications.

It would appear that the documents division has performed, and is performing, a real service to faculty, students, and the community, and thus is making a useful contribution to the war effort.

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ON THE BASIS of figures taken from the United States Office of Education *College and University Library Statistics, 1939-40*, Walter Crosby Eells has drafted certain criteria for the resources and service of junior college libraries. The undertaking is described in an article entitled "Junior College Library Criteria" in the *Junior College Journal* (15: 160-65, December 1944), and the extent to which private and public junior colleges respectively conform to the criteria is set forth in a chart which accompanies Dr. Eells's article and also has been published separately.

By CHARLES W. DAVID

## Postwar Plans for a University Library Building

*This paper stimulated much interest at the thirty-first Conference of Eastern College Librarians held at Columbia University on November 25, 1944.*

IN VIEW of the general topic to which this whole conference is devoted, I suppose that I ought to begin by indicating how the situation for which we shall have to provide after the war will differ from that with which we had to deal before the war. But in spite of all that has been thought and written and spoken about the world into which we are emerging, it is still to me a tough and a dark subject which has to be dealt with mainly in terms of faith and hope. Theoretically, it seems to me that we ought to expect that the world will be impoverished, that we are confronted with a great and tragic depletion of resources and material, intellectual and spiritual. And yet I cannot bring myself to face the stark realities of such a situation and I feel myself surrounded and supported by a great body of opinion which is unwilling to face it. Moreover, I am very conscious of the role which vision and faith play in the building of great universities and great libraries and other institutions which man cannot do without. And so I have come to the conviction that in planning for the future I must act on the assumption that in some way the resources will be found to make the university which I serve a greater university than it has ever been before, and that it must be provided

with a far greater library than it has ever had before. I hold that this assumption must be sound because the situation in which we find ourselves, the demand for educational service with which we are confronted, require that it shall be sound. And translating this assumption, or a part of this assumption, into material terms, the obvious and unavoidable fact is that we must have at the University of Pennsylvania, in the fairly near future, a great new university library building.

But if you grant my primary assumption, I still feel some embarrassment in coming before you, for two reasons. First, the inevitable obstacles and delays one encounters in the promotion and planning of so large an undertaking as a university library are so great that it seems impossible to go forward upon a predetermined schedule, and so I have to confess that we are not as far along at this date as I had expected to be, or as I think we ought to be, before I render this report. Second, I have some apprehension lest you may be expecting from me a very radical new approach to the problem of library planning—an approach such as you might have had from certain of my professional colleagues whom I shall leave unnamed. But I must ask you to bear in mind that a great library is a community enterprise which, if it is really to fulfil its purpose, must satisfy the desires and reflect the temper of its clientele. And surely I do not need to remind you that Philadelphia is a city somewhat hoary with age and

steeped in tradition and that the University of Pennsylvania is a moderately conservative institution. You will not, therefore, expect me to unfold before you plans for a great new library in which the stacks have almost wholly disappeared, or in which the stacks are placed entirely underground and the rest of the library is built on top of them, or in which there is to be no reference department in any usually accepted sense of the term, or in which provision is to be made for most of the instruction in the humanities and social sciences to be carried on inside the library. No, the community which I serve is not prepared for such novelties, and the plans over which I have been laboring conform more nearly to the conventional type, though I trust that they have not been dictated by really blind conservatism.

#### *Problems*

It must, it seems to me, be fundamental in the planning of any university library that one begins by taking account of certain facts and fixed conditions which, since they are unalterable, must be permanently reckoned with. With some of these you are, of course, perfectly familiar. The most conspicuous example that occurs to me is the condition that is all but universal in American universities, viz., that we are expected to combine in one plant a college library for the service of undergraduates and a great research library for the service of graduate teaching and advanced study. But apart from such common problems as this, we have at the University of Pennsylvania certain others which arise from our peculiar situation. We are a city university located in an area that is dirty and noisy and somewhat congested. We serve a clientele not all of whom can be dealt with in terms of trust: the problem of the loss of books through theft is for us a serious

one. On the other hand, the public demands from outside the university which are made upon us for library accommodation, or which are likely to be made upon us, are not very burdensome, as they appear to be in some other cities, and we are committed to a policy of public service which it is a pleasure to render and which we feel it to be our duty to render so long as we are able to do so without serious inconvenience to our more immediate clientele. Philadelphia is a community in which inter-library cooperation has already gone far and in which we believe it is destined to go farther. The university believes strongly in this cooperative movement and desires to take a leading part in it. To quote from a report which was published in 1942: "The University of Pennsylvania Library . . . accepts . . . a responsibility for service to the community at large and to the student world at large. It opens its doors and extends its facilities liberally to all those seeking knowledge out of books."

We have, therefore, in all seriousness, to plan a library which shall be not only for the service of the University of Pennsylvania in all its departments but also for the service of neighboring institutions of learning and of research laboratories attached to industrial corporations and also for the service of individual scholars unconnected with the university.

#### *Building Plans*

I now turn to speak more definitely of our building plans as they stand at this moment.

The site chosen for our proposed new library—which will be the initial structure in a proposed new quadrangle lying between 34th and 36th Sts. and between Spruce and Walnut—is the ground along the west side of 34th St. from Irvine Audi-

torium northward to Woodland Ave. There is room for a building about 175 by 390 feet, and plans already approved for the regrading of the campus will give us a ground level at the main entrance on the west front approximately one full story above the ground level on the 34th St. side where, presumably, the service entrance will be located. On one end of this site the present university library stands, within which there are two special structures housing the H. C. Lea Memorial Library and the Furness Memorial Library. It was our first thought that we must endeavor to incorporate at least some part of our old structure in the new and that, in any case, we must manage to keep the old library in operation in its present building until enough of the new structure had been erected to enable us to move in and begin operations there. But it soon appeared that such a plan would almost certainly lead us into some very serious and, in the long run, costly mistakes. Therefore, we have now decided that we ought to begin by planning the very best library which we are capable of planning upon the ground which is at our disposal, without taking any account of the existing building. After that we shall consider whether any use can be made of the existing building, either as an operating unit while the new building is under construction or as a permanent part of the new structure. In short, while we have every desire to avoid waste and the great inconvenience of two movings, we are determined not to let these considerations stand in the way of the best permanent solution of our problems which our situation will permit.

As I have already indicated, one of our serious problems is the loss of books through theft, and we have been forced to the conclusions that, whatever the inconveniences of such an arrangement, our new library

should have only one public exit and that this exit must be rigorously controlled through guards and turnstiles and the inspection of brief cases and luggage. But having made the building as safe as we can at the exit, I am in favor of the greatest possible liberality and freedom of movement inside. There will, presumably, have to be some limitation upon stack entrance for lower undergraduate classmen. But I am far from being in sympathy with the policy which has prevailed in some of our research libraries of excluding from the stacks all but a very privileged few. It is my belief that working space in individual carrels in the stacks costs less than seating space in a general reading room and that it is often much more satisfactory. I, therefore, favor the greatest possible latitude in admitting students to the stacks. Let us cut our losses by taking the trouble to scrutinize rigorously all who leave the building, but inside the building let us have the greatest possible freedom in order that all whom we serve, even though they be not above the rank of undergraduate, may really have direct contact with the books upon our shelves..

#### *Plan for the Future*

The more we have worked at our problems at Pennsylvania, the more strongly the conviction has been borne in upon us that, however carefully we plan, conditions which we had not anticipated will arise in the years that lie ahead which will necessitate important interior changes. We are, therefore, determined to have a building laid out on what I believe is commonly called the "unit principle," or the "unit plan," the purpose of which is to make possible easy and relatively inexpensive rearrangements of the interior structure. The present declared policy of the University of Pennsylvania looks to the mainte-

nance of a fairly uniform student attendance after the war and, theoretically, therefore, it ought to be possible to plan a library which, in the spaces allotted to service and to administration, would be very nearly permanently satisfactory, leaving only the space devoted to book storage to plague the future with the problem of expansion. But who shall say that the present declared policy of the university will not change or that conceptions of the space requirements of library service and administration will remain unaltered? To my way of thinking the most unchanging thing about this problem of library planning is the fact of change itself. It seems to me not at all unlikely that as the uncertain future unfolds before us, we shall find ourselves wanting to make an interchange of space even between the three major portions of our building which are devoted to book storage, to service, and to administration; and, therefore, we are asking that the whole building be planned horizontally in standard distances equal to the distance between the centers of the uprights supporting the ranks of the stacks (4 ft., 5 in.) and that vertically it be planned in standard distances equal to the height of one story of the stacks (7 ft., 7 in.). It is my understanding that standard sections of wall, designed for use in "unit plan" buildings, are now being manufactured, which may be taken down and re-erected without serious waste. This is a subject about which I am not well informed, but on the basis of present information I favor a very extensive use of such removable walls. In any case, I favor a building so constructed as to give the greatest practicable inner flexibility so that present decisions—which with the greatest possible care and wisdom may soon be outmoded—may bind and embarrass those who come after us as little as may be.

#### *Ventilation and Lighting*

In view of the incurable noisiness and atmospheric dirtiness of the location which we have been obliged to choose, it seems to me imperative that our new building shall be in some degree soundproofed and that it shall be artificially ventilated throughout and air-conditioned. At least the stacks must be air-conditioned, and I personally am convinced that for the location which we have chosen and in a climate such as we have in Philadelphia, the entire building should be air-conditioned. I acknowledge the defects of air-conditioning as at present operated, but strides of progress are currently being made, and I believe there is good reason to expect that soon after the war it will be possible to get an installation of air-conditioning apparatus which will give a highly satisfactory result.

It is of the utmost importance that our new library be as perfectly lighted as possible. Time was when this requirement would have called for a great deal of attention to natural lighting, and in a building of the contemplated magnitude it would have been necessary to have large light wells to prevent the interior from being impossibly dark. However, such wells take up a lot of precious space and cause a building to be badly "spread out," and with the progress of artificial lighting it now seems possible to do away with such interior wells. They are still used very effectively in so recent and admirable a building as the library of the University of Illinois, but in a situation such as we have at Pennsylvania, where space is very limited, it is clear to me that we should do our utmost to get a satisfactory installation of artificial lighting and that we should pay less attention than we would have done a few years ago to natural lighting.

I am sure that you must all be conscious, as I am even painfully conscious, of the

difficulties of getting a building with the very best devices of air-conditioning, artificial lighting, etc., such as I have called for. I am sure too that any of you who have actually tried to plan so great and complex a structure as a university library are conscious, even as I am conscious, of your inadequacy for the task. I am certain that there would be much to be gained if those of us who are struggling with planning postwar libraries—a fairly numerous company—could come together in a series of conferences and endeavor to help one another through discussion of mutual problems and through listening to representatives of the building trades and others who may be able to help us. I was, therefore, delighted when I learned that President Dodds, of Princeton, had taken the initiative in promoting such a series of conferences and I very much hope that this effort will meet with early success.

#### *Interior Arrangement*

Time is lacking for me to do more than speak of a few of the features of interior arrangement which we hope to get in our new building.

I am more than anxious that we shall have upon our main floor an arrangement of service desks, catalogs, reading and reference space, bibliographical service, and essential nonpublic department work which shall make for the most economical and efficient operation possible for a library of such dimensions as ours. The problem is particularly difficult because we have to provide for such large collections of catalog cards. Apart from our shelflist, we have three large catalogs. We have, first, the catalog of the university libraries (this is the most frequently used); second, the Philadelphia Union Library Catalogue (the next most frequently used); and third, the Library of Congress Depository Catalog,

which has been reinforced so that it too is a union catalog. This last, as you all know, is in process of being printed, and I personally would think it logical to remove it and depend on the printed text. But the printed text falls short of being really satisfactory for use with the naked eye and it has certain other drawbacks which facilitate an easy argument against it. There is, therefore, intelligent resistance to the proposal to remove the depository catalog, and what our ultimate decision will be I shall not at present undertake to say. In any case, it is clear that our problem of interior arrangement at the principal service center of our proposed new library is much complicated by the necessity of providing for large and much-used collections of catalog cards.

But, whatever the difficulties, we shall do our utmost to provide, in a convenient working arrangement on the main floor, for the catalogs above mentioned, for the circulation desk and service, for the main and reference reading room and reference service desk, for the periodicals reading room and service desk, for the Philadelphia Bibliographical Center—an independent, but essential, collaborator which we have agreed to house—for a bibliography room, for working space for the accessions and cataloging departments, and probably, though not certainly, for the main administrative offices. If it is found that all these features cannot be accommodated on the main floor without sacrifice of stack space at this level, I am fully prepared to face such a sacrifice, for I am convinced that such an assembly on the main floor is really necessary in the interest of efficiency, though time is lacking at this moment to explain more fully the layout which I have in mind.<sup>1</sup>

<sup>1</sup> The circulation desk is the center of the library's activity and should occupy a fairly central position, and the distance from the main entrance of the build-

### *Seminar Rooms*

Of the detailed arrangements which we have in mind for the lower floor and for the upper floors of our building, there is also not time to speak. We are making fairly extensive plans for rare book or treasure rooms and for special collections, since Philadelphia seems to us to be a city in need of such equipment and since it has long been a center of book collecting on such a scale as to encourage us in trying to develop an outstanding collection of treasures. Our plan for seminar rooms will perhaps be of interest to you. To carry on a small seminar tradition (which has now come to be of fairly long standing at Pennsylvania), we propose to have a good many seminar rooms opening off from a corridor from which there will be direct access to the stacks. The rooms will be of two types and several sizes. Type A, of which one will be assigned to every teaching department so desiring, will be primarily study

ing to it should be kept as short as circumstances will permit. Opposite the circulation desk, or in any case close at hand, should be located the catalog of the university libraries. The main and reference reading room, by reason of its very size, must extend to a considerable distance, but it must be clearly borne in mind that there is heavy traffic between it and the circulation desk and the university libraries catalog, and, therefore, distances should be kept as short as possible. Also it must be remembered that the main reading room houses the principal reference collections of our libraries and that the reference service desk is a principal feature of it. This desk should be so located as not only to give the reference librarian easy command of the room but also as to make it possible for him to make frequent use of the catalogs, of the bibliography room, and of the Bibliographical Center, while moving over the shortest distances which circumstances will permit. The Bibliographical Center, which makes constant use of the Philadelphia Union Catalogue and must have it right under its hand, needs also to have convenient access to the bibliography room and to the main reference collections in the main reading room as well as to the L.C. Depository Catalog. I hope it will be possible to have the bibliography room located at some convenient point between the Bibliographical Center and the main reading room. Finally, it is of much importance that the work space used by the acquisitions and cataloging departments shall be so located as to give them easy access to the depository catalog and to the university libraries catalog, with access to the bibliography room, the Bibliographical Center, and the main reference collections not too far beyond. The periodicals room, with its service desk, will, I am convinced, have to be located at some distance from the main center of library activity, but I am extremely anxious to keep it on the main floor, and I suggest that it be so located as to open off from one end of the main reading and reference room and that there be a direct passage from it to the traffic center at the circulation desk and the university libraries catalog.

rooms with shelving for pertinent book collections. Type B will be soundproofed and will be designed for the holding of classes. The type A rooms will be arranged in pairs with a type B room between each pair. Thus it will be possible for research to be carried on in the type A rooms without disturbance while classes are being held in the adjoining rooms of type B.

Finally, let me say something about stacks. It is, I believe, generally agreed that stacks should have a central location and that other parts of the library should be built around them, but I am not convinced that it is wise to have stacks entirely surrounded by other parts of the building. Such an arrangement spreads out other parts of the building and tends to decentralize service and give long and time-consuming lines of communication. To have the stacks surrounded on three sides seems to me as far as we ought to go.

It has been customary for a good many years for stacks to be constructed in the form of a deep well or tower of the same, or nearly the same, dimensions all the way up and to have them pretty well sealed off from the rest of the building by a surrounding wall. Such an arrangement doubtless makes for certain economies, but I have come to doubt the necessity or desirability of having stacks so rigorously separated from other parts of a library and I believe that such an arrangement may make for uneconomical and inefficient planning of other parts of the building. In our own case it seems to me probable that stacks of adequate and uniform size carried from the bottom to the top of our building would interfere seriously with the efficient, centralized plan of reading rooms and services which we want on the main floor. Therefore, as I have already indicated, I am recommending that our stacks at this level be cut far into in order to get the space

which we need for main floor features. On the other hand, on the upper floors and on the lower floor it seems to me likely that we shall have more space than we need for nonstack features, and, therefore, I am proposing that at these levels the stacks be broadened out to cover a larger area.

#### *Stack Capacity*

As to the over-all size of our stacks, we are planning for a capacity of about two million volumes. By this, I mean two million volumes when the shelves are about 80 per cent filled with books, for no library can function with its shelves completely full. One mentions such figures with strange emotion. So far as I know, no library has ever been built with stacks that were large enough; and now we have all been reading Fremont Rider's revolutionary book<sup>2</sup> with its appalling formula according to which research libraries double every sixteen years and its brilliant proposal that a large part of our research collections be put in microprint on the backs of catalog cards. Does this proposal perhaps mean that great book stacks are no longer needed? Mr. Rider himself, in spite of the enthusiasm with which he has advanced his proposal, does not think so. But how large stacks shall we need? I personally am convinced that Mr. Rider's book will, perhaps in the fairly near future, lead to revolutionary consequences, that large classes of our research materials will be placed on micro-cards, and that much of the pressure

on our book stacks will be relieved. Yet I am not anticipating the complete overthrow of our traditional library economy, and my present guess is—it is little more than a guess—that we shall not make a mistake in going ahead and building stacks in our new library for approximately two million volumes. Moreover, I am still of the opinion that we need to contemplate the possibility of our stacks becoming overfull in the not very distant future and that we still need to build with an eye to possible expansion. For us there seem to be two possibilities, and we are asking our architects to explore both. One is to go higher into the air, the other is to go to the westward underground. Of the two alternatives, the underground solution seems to me preferable, but I am not sure, and happily it is not my responsibility to make the decision.

When shall we have this library of our dreams? I wish I could give a definite answer to this important question, but I dare not. This much I can say: The University of Pennsylvania recognizes such a new library to be its first need. We have studied our requirements and have agreed upon them in considerable detail. They have now been turned over to the architects, who are in the stage of making preliminary studies and drawings. But the road that lies between preliminary drawings and a finished building of the contemplated magnitude is a long and arduous one and, as I said in the beginning, the world into which we are coming after the war is to me a dark subject. I repeat: We are confronted with a situation which calls for faith.

<sup>2</sup> Rider, Fremont. *The Scholar and the Future of the Research Library*. New York City, Hadham Press, 1944. 236p.

By EULIN KLYVER HOBBIE

## Insurance Provision for College Librarians

*As a step in promoting interest in the welfare provisions available to college library staffs, Mrs. Hobbie presents certain facts gathered through an inquiry.*

SOME time ago the question was raised as to what the colleges and universities are doing for their library staffs as far as certain phases of social security are concerned. Since no material was readily available on the subject, administrative officers of sixty-eight institutions were consulted in an attempt to find the facts.<sup>1</sup>

### *Hospital Insurance*

The most popular form of social security in force in these institutions is hospital insurance. All but ten of the colleges approached reported some form of this insurance available. In the majority of the institutions it takes the form of the well-known Blue Cross or Associated Hospital Service or some similar plan.

The terms of these services are more or less familiar. Enrolment is available through groups made up at the place of employment and is based on the number employed. If more than twenty-five are on the pay rolls, 40 per cent of the employees must enroll.

The types of service offered by the various plans are similar. The insurance provides: a semiprivate hospital room; twenty-one days' care the first year, twenty-

four days the second, and so on; room and board at about \$4.50 per day; use of operating room; general nursing care; ordinary drugs and medicines; surgical dressings; x-ray examinations up to thirty-five dollars; laboratory examinations up to twenty-five dollars; electro-cardiograms up to fifteen dollars; anesthetic service; physical therapy; metabolism tests; 25 per cent reduction on all above items for sixty additional days; insurance for family group as well as individual; maternity benefits, under family contracts. The plans do not include hospital care for mental disorders, drug addiction, alcoholism, or pulmonary tuberculosis. Hospital service is not provided for in accident cases which would be covered by employer's compensation or liability insurance. Private rooms in the hospital are allowed upon payment of additional fees.

This type of hospital insurance obviates red tape, assessments, age limitations, physical examinations, enrolment fees, and waiting periods. In the majority of the institutions insurance premiums are deducted either monthly or quarterly from employees' salaries and are paid to the insurance companies by the college treasurers. However, in six of the institutions the insured pay the premiums directly to the companies. The fees vary from ninety cents per month for an individual to thirty-five dollars per year for a family. In two instances the college pays one-quarter or one-half of the premiums. In all other cases

<sup>1</sup> The colleges and universities concerned are listed at the end of this article.

**TABLE I**  
*Hospital-Life Insurance Plan and Contribution by Various Employees*

Classification	Amount of Group Life Insurance	Daily Hospital Expense Benefit for Employees	Maximum Daily Hospital Reimbursement for Dependents	Maximum Reimbursement for "Additional Charges"	Employee's Monthly Contribution
			Employees	Dependents	Employee Only With Dependents
Professors, Assistant					
Professors and Administrative Officers of Equivalent Salary Grades	\$5000.00	\$5.00	\$5.00	\$25.00	\$3.75
Instructors, Part-time					\$5.50
Instructors, Other					
Administrative Officers, Staff Assistants	\$3000.00	\$5.00	\$5.00	\$25.00	\$2.55
All Other Employees	\$2000.00	\$3.00	\$3.00	\$15.00	\$1.65
					\$4.30
					\$2.45

the premiums are paid in full by the insured.

The variations in coverage under these plans are interesting. One college sponsors an arrangement which gives a daily benefit of five dollars for a maximum of thirty-one days during each period of disability. The number of such periods of disability during any one year is not limited. Reimbursements are made for hospital fees up to twenty-five dollars.

A group of colleges in one state combines the Associated Hospital Services with physicians' services, offering a combination of hospital and medical insurance. This makes available the services of any of 5300 physicians and specialists in the state. The terms of these contracts include: service up to one year for each disease or injury; treatment at doctor's office; treatment at home if patient is unable to go to doctor's office; treatment at hospital when necessary; surgical operations; x-ray examination and diagnosis; x-ray and radium treatments, in or out of the hospital; laboratory tests, in or out of the hospital; services of a physician-anesthetist; consultations as required; premarital examination as re-

quired by law; examination and treatment or refraction of eyes; operations for tonsils, adenoids, hernia, nasal septum (after one year); and obstetrical treatment (after two years). Excluded are services for mental disorders, drug addiction, alcoholism, and injuries covered by compensation laws. This physicians' service is available to those whose annual family net income is three thousand dollars or less, although hospital insurance is open to all, regardless of income. Full coverage (complete medical, surgical, and hospital service) costs two dollars per member per month.

In another institution group hospital insurance is combined with cooperative life insurance, and the amount of the insurance premium as well as the hospital allowance is dependent on the salary earned. Rates for this are shown in Table I. The librarian and the members of the library staff are included in the three groups.

In another college hospital insurance is provided (room, meals, etc., plus twenty-five dollars allowance for special fees) and surgical and medical reimbursements up to \$150. However, only the librarian, assistant librarian, and department heads are

eligible to participate in the plan. General and clerical assistants are not included.

Although a number of colleges reported operating infirmaries for the benefit of their students, only two stated that such facilities are available for faculty and staff. The fee charged in the first case is two dollars per day. The other college offers its faculty and "other commissioned workers, of which the library staff are a part, a 20 per cent discount on all charges incurred at the college hospital, with no charge for doctors' services, other than surgery."

There is considerable variation in practice regarding hospital insurance for dependents. In some instances only the insured is eligible to participate in the group plan, while in other cases wives, children (up to eighteen years of age), and dependent parents may be included under the family plan.

Another interesting variation of the general plans in use is reported by two institutions. In both cases hospital insurance is combined with compulsory life insurance, the premiums varying according to the age of the insured.

#### *Life Insurance*

As far as straight life insurance is concerned, thirty-seven colleges reported that it is carried for their library staffs. In each case the college pays part of the premiums. The usual procedure is to combine the life insurance with retirement funds. Where this combination is offered to the faculty and library staffs, it is, in the majority of cases, compulsory.

The procedure is similar in a number of institutions. Instructors, and administrative officers of that grade, are insured for one or two thousand dollars, assistant professors for two or three thousand, and professors and higher ranking administrative officers for three or five thousand dollars.

Two colleges reported that the amounts of insurance carried were dependent on individual salaries received and varied from \$1500 to \$6000. In the majority of institutions providing life insurance for their faculties, members of the library staffs were included in the insurable group, although five colleges reported carrying life insurance for their professional library staffs but not for the clerical workers.

There is a great difference in the amounts contributed by the colleges toward the payment of premiums. These range from 5 per cent, the lowest, to 100 per cent, for one thousand dollar policies. Others stated that the institutions contributed "all cost in excess of the member's contributions," and these ranged from sixty cents per month to ninety-five cents per month, for the same-sized policy. From one college came the statement that "matters of insurance are left entirely with the staff members as individuals."

#### *Health Insurance*

The number of colleges in the group concerned which are interested in health insurance for either faculty or library staff is limited to six, and as many different plans are in operation. The one thing in common among the six colleges is that no one of them pays the premiums for this insurance. In fact in only one instance is the premium even shared by the college.

The terms in the six cases vary greatly. Two reported benefits ranging from ten dollars to twenty-five dollars per week. A third reported reimbursements up to two hundred dollars for each sickness, while still another "pays \$50 per month beginning the eighth day of sickness." The premium charges ranged from a flat fee of fifteen dollars per year to a more elaborate scheme based on salary and combined with accident insurance.

The fifth college in this group of six uses the following table for determining indemnity and monthly costs.

TABLE II  
*Rates For Group Accident and Sickness Insurance Plan*

Class	Monthly Salary	Weekly Indemnity	Employees' Monthly Contribution
I	up to \$125	\$10	\$.66
II	\$125 to \$150	12	.83
III	\$150 to \$250	15	.99
IV	\$250 and over	20	\$1.32

The last of the colleges in this group states that it reimburses the insured for any medical expenses, such as doctor, hospital, infirmary, nurse, x-ray, laboratory, etc., which may originate from sickness, whether at the college, at home, or while traveling. It does not cover "loss caused by war, or any act of war; nor does it cover the hazards of aviation (except while riding as a fare-paying passenger in a passenger aircraft carrier)." Moreover, "nonmedical expenses, such as cost of transportation, telephone, replacing eyeglasses, and dental treatment, unless necessitated by injury to sound and unfilled natural teeth, are not covered."

#### *Conclusions*

Do college librarians enjoy in any thorough sense the advantages of social security? The answer seems to be very definitely, no. There is no uniformity in what is available to library staff members, or even to faculty members, in the fields of hospital, health, and life insurance. So far as any or all of these are found, each institution is a law unto itself as to what is offered

and how it is executed. No one type of institution does more for its members than another. Neither does size of institution nor region of the country in which it is located, enter into the picture. It is encouraging to note that, in the majority of cases, the institutions state definitely that any plans in operation are open to the library staffs as well as to the teaching faculty, although in a few instances professional staffs were included while clerical staffs were not provided for.

#### *Institutions Cooperating in Study*

Agnes Scott College, Albion College, Alfred University, Amherst College, Bennington College, Berea College, Birmingham-Southern College, Bowdoin College, Brigham Young University, Bryn Mawr College, Bucknell University, Carleton College, Associated Colleges in Claremont (Claremont, Pomona, and Scripps), Clark University, Coe College, Colgate University, Colorado College, Connecticut College, Dartmouth College, Davidson College, Denison University, DePauw University, Earlham College, Elmira College, Franklin College, Franklin and Marshall College, Georgia State College for Women, Goucher College, Hardin-Simmons University, Hobart College, Hood College, John B. Stetson University, Kalamazoo College, Knox College, Lawrence College, Mary Hardin-Baylor College, Massachusetts State College, Middlebury College, Mills College, Mount Holyoke College, New Jersey College for Women, Oberlin College, Oglethorpe University, Oklahoma Baptist University, Oklahoma College for Women, Radcliffe College, Randolph-Macon Woman's College, Reed College, Rollins College, Russell Sage College, Sarah Lawrence College, Skidmore College, Smith College, Southern Methodist University, Texas Christian University, Texas State College for Women, Texas Wesleyan College, Trinity College, Union College, Vassar College, Wellesley College, Wells College, Wheaton College, Whittier College, William and Mary College, Wittenberg College.

By O. GERALD LAWSON

## Wired for Sound

*The activities made possible in a college library by a Fine Arts Study are brought out in this account by the librarian of Drew University.*

IN ACCORDANCE with hoary traditions, one expects libraries to be wired for silence and not for sound. Perhaps the library here dealt with has departed from this pattern. As a matter of fact, those responsible for the special facilities in the library of Drew University hoped that the building would be wired for both silence and sound.

The Fine Arts Study was included in the plans of the Rose Memorial Library because the librarian believed that a university library should provide opportunities for enjoying great pictures and fine music.

The room designated as the Fine Arts Study is on the third floor. It measures twenty-seven by twenty-five feet. The walls are covered with cork, the ceiling with macoustik plaster, and the floor with rubber tile. The cork covering on the walls makes possible the use of thumb tacks for the temporary hanging of prints. It also assists in making the room soundproof. The special plaster adds to the acoustical qualities of the room. Four ceiling fixtures furnish indirect general illumination. Holophane light troughs flush with the ceiling provide special illumination for the walls when pictures are on display. A folding blackboard built into one wall is used as an instructional aid but is invisible when not in use. Two listening booths, each five by eight feet, afford listening facilities for broadcast and recorded music. The walls

of each booth are covered with acoustical celotex. One booth which has been designated for individual listening has been equipped with an up-to-date model of a radio-phonograph with a recording attachment. The other booth houses a more complicated and more powerful radio-phonograph, with two turntables and microphone equipment. From this machine conduits lead to five outlets, to provide for group listening. The first is in one of the walls of the Fine Arts Study, the second in the other listening booth, the third in the William S. Pilling Room (browsing room), the fourth in the main hall of the library, and the fifth in the library staff room. Into the outlet of the Fine Arts Study a speaker has been permanently installed; into the outlet of the other listening booth an outdoor speaker can be plugged for special occasions; and into the other outlets a portable speaker can be plugged. For classes meeting in the study, thirty-six folding chairs provide adequate seating capacity and make possible an easy clearing of the room when it is needed for an art exhibit.

Before the Rose Memorial Library was erected, Brothers College offered courses in the history of art and music. A radio-phonograph, a record library, and a collection of prints were then housed in the college building. In cooperation with the college the librarian made the new facilities available, and the college department of fine arts was moved into the Fine Arts Study of the library. The students of that department were to use the listening equipment and other facilities of the study.

### *Purposes*

When the Rose Memorial Library was opened, the Fine Arts Study had several definite purposes. The college classes in the history of art and music received their instruction there; at scheduled periods individual students of the college and theological seminary listened to broadcast and recorded music; and musicales were presented to groups in the browsing room through the portable speaker mentioned above. After a few months, a group of students interested in dramatics began to produce and to present a series of radio plays.

During two academic years two series of musicales called "Evenings with the Composers" were presented by the librarian. With Bach's Arioso as the theme music, one-hour programs were given after the campus dinner hour. The first series consisted of the compositions of Beethoven, Mozart, Schubert, and Wagner, concluding with a request program. The second featured compositions of Mendelssohn, Purcell, and Herbert. A request program concluded this series. As a part of both cycles, Handel's oratorio, the *Messiah*, was presented as a Christmas program. During the first year the Good Friday music from *Parsifal* was given at Easter. It was repeated in the next year and with it was presented a one-act play, *The Two Thieves* by Esther Willard Bates.

Occasionally there are radio programs which the librarian and teaching faculty feel ought to be made available to students. Some of these are definitely related to courses of instruction. For example, the college class in argumentation and debate has met in the Fine Arts Study in order to listen to the Town Meeting of the Air. After the broadcasts the members have discussed the topics scheduled for those meetings. Groups of students met in the li-

brary to listen to another series of broadcasts not as closely bearing upon a course of instruction and yet definitely related to college life. This series was the Brothers College Hour, a college publicity program broadcast from Newburgh, N.Y. Another group of programs touching more closely the purpose of the Fine Arts Study was the all-Beethoven series given by the National Broadcasting Company Symphony Orchestra. The students were invited to come to the browsing room after closing time on Saturday night. Around the lighted fireplace small groups, with the librarian and other members of the faculty, listened to Toscanini's interpretations of all nine of Beethoven's symphonies. Speaking of these evenings, one student said, "This sort of thing contributes to the beautiful memories of college days."

Still another group of activities is made possible by a recording attachment on the smaller radio-phonograph. Some of these are pertinent to the programs of instruction in the theological seminary and in the college. The others are mostly extracurricular in character.

### *For Speech Instruction*

The speech instructors in the seminary and college use the recording equipment to measure the progress of speech students. Recordings are made near the beginning of instruction and at various times through the year. In this part of their program the instructors follow two methods. Sometimes the process is handled individually and sometimes the entire class meets in the Fine Arts Study, sharing in the experiences of recording and in hearing the play-back.

The division of religious education in Drew Theological Seminary made use of these facilities about three years ago to summarize two projects. One of the projects originated in a course on the use of

the Bible in religious education. Through narration and dramatization, groups of students recorded the story of the making of the Bible. The other project originated in the course called Practicum in Method in Teaching Religion. Pupils of a weekday demonstration school of religion recorded the summary of their experiences in that school.

Recordings have been made of various extra-classroom activities. Last year the college band made one before its members were caught in the draft. The Seminary Players recorded their Easter play. Selected recordings were made of the Brothers College weekly broadcasts from Newburgh, N.Y.

From time to time individual recordings are made. Some students like to make them of speeches or songs, to send home to their parents. This sort of thing has been very popular since the declaration of war.

The actual presentation of musicales and dramatics has been gradually passing out of the hands of the librarian into the hands of student groups. The students of Drew Theological Seminary render Handel's *Messiah* at Christmastime and Stainer's *Crucifixion* at Easter. Seminary Players present at least two plays during the year and between seasons use the sound equipment for play rehearsals and for developing microphone technique. The students of Brothers College had a radio dramatics group before the war and gave at least two plays a year.

Very little has been said so far about the art program originating in the Fine Arts Study. In addition to the collection of prints on file in that room and exhibited to classes as an integral part of their courses, loan collections are presented from time to time. The most significant so far have been those loaned by the Metropolitan Museum of Art, Knoedler, and Herbert MacDonald.

Color prints were lent by the museum, sixteenth century etchings by Knoedler, and Mr. MacDonald, a graduate of Drew Theological Seminary, loaned an excellent group of his own paintings. This collection was so large that the exhibition cases in the main hall of the library were also used to display them.

At the present time, and this will maintain between exhibitions of loan collections, the walls are hung with framed color prints from the college collection. In addition to these there are displayed on the tops of bookcases and record cases a small collection of Chinese *objets d'art*.

#### *The Record Collection*

In the record collection there are to be found the sonatas, concertos, symphonies, chorals, operas, and all other musical forms of ancient and modern composers. Through the card catalog in the room, it is possible to locate pieces by composer, title, artist, whether ensemble or soloist, and conductor. A growing repertoire of scores contributes to intelligent listening by groups or individuals. As a further aid to musical enjoyment and to artistic enjoyment, there is a small collection of books—about one hundred—on the history of music and art.

During the present emergency, when academic programs are in the whirl of acceleration, the Fine Arts Study has not escaped. The fate of the college dramatics group has already been mentioned. The regularly-scheduled monthly musicale has been discontinued also. Individual listening still goes on. A special Christmas feature, not mentioned above, but recognized almost as a tradition, will no doubt continue—that is, the playing of recorded chimes through an outdoor speaker. The campus population and the residents of Madison have expressed their appreciation of this part of the program.

There might still be some doubts in readers' minds as to the wisdom of incorporating sound equipment into plans for college or university library buildings. Perhaps this article has been too objective. After some five years' experience, what would I recommend? What would I do if the Rose Memorial Library were being planned now? Would there still be a Fine Arts Study in the plans? Would I advise other librarians to include such a department in plans for their libraries? My answer to the first two questions is in the affirmative. To the third question the answer depends on certain conditions. If the library can provide adequate supervision for the Fine Arts Study during individual listening time, my answer is in the affirmative. It is in the negative if that supervision cannot be provided. The equipment, the record collection, and the art collection represent too much of an investment to be entrusted to the occasional careless student who might be using the room.

Whenever listening periods are scheduled there ought to be a member of the library staff on duty. This attendant should guide inexperienced listeners in the use of the equipment and should see to it that the equipment and materials are properly used.

What type of equipment would I recommend? At Drew we have learned much on this subject, thanks to an honest radio man who is a sound engineer. With the exception of the original radio receiver on the larger radio-phonograph, very little of the original installation remains. The amplifier has been almost entirely rebuilt and the original phonograph has been discarded long since. If we had known in 1938 what

we have since learned, we would have commissioned our radio man to assemble or build the equipment. The tonal qualities would have been better from the outset and the price would have been about 50 per cent less. The smaller machine which was purchased on his advice does not have the tonal qualities which he has built into the other machine, but his honesty saved us from making another mistake and we have found the equipment satisfactory. Although the names of manufacturers have been withheld in this article, that and any other helpful information may be obtained from the writer.

The Fine Arts Study does not represent a purely localized group of activities. It indicates a librarian's conviction concerning the library's relationship to a campus program. That is why not only the room carrying this label but the browsing room, known as the William S. Pilling Room, is made available to groups who choose to listen to fine music. During the current year that room is being used for a series of concerts under the sponsorship of Brothers College. In the fall, recitals were given by Frances Magnus, a violinist, and by Ruth Geiger, a pianist. In the spring the series concluded with Ardyth Walker, a cellist. Audiences of some two hundred listeners from the campus and community attend these concerts.

In its fine arts programs, the Rose Memorial Library of Drew University serves the university students and faculty primarily, but friends in the community are often invited to share in the enjoyment of its programs. Some community organizations occasionally use the facilities for their own programs.

By MAURICE F. TAUBER

## Reorganizing a Library Book Collection—Part I

*Dr. Tauber, assistant director, Technical Services, Columbia University Libraries, presents in this and a succeeding article some of the issues that arise in reorganization.*

**I**N EARLIER PAPERS attention has been given to the history of classification in college and university libraries<sup>1</sup> and the reasons for recataloging and reclassification.<sup>2</sup> Consideration has also been given to special problems in reclassification,<sup>3</sup> and mention has been made of managerial problems.<sup>4</sup> What, then, is the need for additional papers on technical reorganization of a library? This paper has been prepared because recent inquiries to the writer lead him to believe that a description and analysis of the actual processes and routines of recataloging and reclassification would be useful to some librarians during the period of the war.<sup>5</sup> With most foreign book markets

closed and with a reduction in domestic publications, some librarians are reorganizing their collections so that improved service will be available to their patrons in the future. In some library systems considerable consolidation of collections is taking place. It is necessary to repeat, however, that any plan of reorganization should be carefully considered, since the costs are relatively high.

The technical problems present in projects of recataloging and reclassification are many and complex. These problems are concerned with matters of policy as well as with procedures and elements in the processes. In matters of policy, such questions as the following should be considered: Will an attempt be made to reclassify and recatalog the whole collection quickly and efficiently by a special temporary staff or will the work be performed gradually by the regular staff along with the handling of new accessions? It is apparent that during the war, when personnel is scarce, temporary staffs are almost impossible to obtain. Will the new classification or new subject headings be applied to new books, to books in special subject fields, or to books in the whole collection? It seems clear that the size and type of the existing collection will directly affect the policy which can be pursued.

The procedures concerned with how the work is to be done, like questions of policy, depend upon the nature of the collection

<sup>1</sup> Tauber, Maurice F. "Classification of Books in College and University Libraries: Historical Aspects." *Library Quarterly* 12:706-24, July 1942.

<sup>2</sup> \_\_\_\_\_ "Reclassification and Recataloging in College and University Libraries: Reasons and Evaluation." *Library Quarterly* 12:827-45, October 1942.

<sup>3</sup> \_\_\_\_\_ "Special Problems in Reclassification and Recataloging." *College and Research Libraries* 4:49-56, December 1942.

<sup>4</sup> \_\_\_\_\_ "Reclassification of Special Collections in College and University Libraries Using the Library of Congress Classification." *Special Libraries* 35: 111-15, 139, April 1944.

<sup>5</sup> \_\_\_\_\_ "Reclassification and Recataloging of Materials in College and University Libraries." In William M. Randall, ed. *The Acquisition and Cataloging of Books*. University of Chicago Press, 1940, p. 187-219. See also MacPherson, Harriet D. "Reclassification of College and University Libraries." *College and Research Libraries* 1:159-64, March 1940.

<sup>6</sup> Data used in this paper were collected by questionnaire from a group of sixty college and university libraries in the United States and Canada. For a list of these libraries, see the article in *Special Libraries*, cited in note 3 above, p. 139.

and the physical layout of the technical and service departments. Major problems which the librarian will need to settle may be grouped into two categories: (1) matters of general concern and (2) mechanics of the processes. Under the first grouping, decisions regarding the following factors may need to be made: (a) organization of the work, (b) working quarters, supplies, and equipment, (c) handling of the book collections, (d) attention to users, and (e) special problems. Each of these factors of course is directly related to the question of staff organization, which will be discussed briefly. Except for special problems, which have already been treated,<sup>6</sup> the following sections discuss each factor in relation to technical reorganization. Routines or the mechanics of the processes, will be treated in a paper to appear later.

#### *Organization of the Work*

Whether or not to maintain a separate reclassification unit is a first consideration in the organization of the project. At the New York Public Library a separate unit of the preparation division, known as the recataloging section, handles all the recataloging of all nondocument closed-entry material. During the reclassification of the University of Rochester Library a separate division for the work was set up. In the first case, we have an example of a special group of individuals concerned with the continual revision of the cataloging in a large library. When the card catalogs total millions of cards the records are likely to reflect a greater number of specific errors and inconsistencies than smaller catalogs. Except in large libraries, however, the need for a special unit engaged only in recataloging is rare. In the matter of a separate reclassification department designed to

carry on the special job of rearranging and reorganizing a whole library collection, however, another problem is presented.

The questions which arise in connection with a separate reclassification department involve the organization of the unit, the personnel, and its relation to the permanent classification and cataloging work. Separate reclassification departments have been established in a number of libraries. However, in many of these, because of lack of funds, the separate department has been abandoned. It may be generally concluded, nevertheless, that in those libraries in which separate units were maintained, the work of reorganization has gone on more rapidly and consistently than in those in which the project was conducted on a "fill-in" basis.

The organization of cataloging and classifying in a library is generally one of two types: (1) classifying is in the hands of an individual (or several individuals) who perform no cataloging and (2) the two processes are combined in the work of catalogers. A more recent division of the work is to have descriptive cataloging performed by one group and subject cataloging and classification by another group. In most libraries cataloging is combined with classifying in the hands of several catalogers. Donald Coney, who investigated the division of the processes in a group of libraries, found that fifty-three out of sixty-two followed the third procedure, that is, the catalogers performed all tasks connected with preparing a book for the shelves.<sup>7</sup> In only four instances did the present system of separation of activities result from a reclassification department set up for the purpose of reorganizing the technical processes. The professional opinion offered in this survey clearly indicated that more economical and more uniform results were obtained by combining classification with subject head-

\* Tauber, Maurice F. "Special Problems in Reclassification and Recataloging." *College and Research Libraries* 4:49-56, December 1942.

<sup>7</sup> These data used with permission of Mr. Coney.

ing work in the hands of the catalogers. The experience of libraries which have attempted to separate the processes has not always been unsuccessful, but it is probably more expensive. A cost study of the different types of organization is necessary to determine which type of organization is the more efficient.

#### *Working Quarters, etc.*

No program of reorganization which has been planned carefully will fail to take into account the physical resources necessary for efficiency. The director of a project of reorganization should settle such problems as locating the quarters for various aspects of the work; providing supplies, mechanical equipment, and bibliographical and reference tools; and preparing a departmental manual of policies and decisions.

It is obvious that the physical arrangements of the library building will determine whether or not the work of reclassification and recataloging can be carried on in the catalog room, in the stacks, in a special room, or in the bindery. Although not always obtainable, close proximity of the quarters in which the reclassification is carried on to the card catalogs and the stacks is highly desirable. The constant traffic to and from the stacks to consult and get books, and to the card catalogs to consult and get cards in order to rearrange thousands of volumes, requires considerable effort on the part of both the professional and clerical staffs. Moreover, the addition of new assistants to perform the activities of reclassification may necessitate the rearrangement of work space and the addition of desks and equipment. Of course, during war times it may not be possible to secure adequate personnel or equipment.

One of the important problems is the utilization of space in such a manner that no confusion will result in the handling of

new acquisitions and the rehandling of materials from the stacks. Several possibilities in the arrangements of the physical quarters for the handling of reclassification and recataloging have been followed and may be discussed briefly.

The first possibility is to confine technical reorganization to the catalog department. This is the obvious arrangement and has been followed in most libraries. If the quarters are adequate and the reclassification does not interfere with the normal preparation of new materials, this plan should be entirely satisfactory. It eliminates the need for duplicating reference books and mechanical equipment. The provision of special shelving in the general catalog room for the handling of reclassified materials, however, may be necessary.

The second procedure is to work directly upon the books in the stacks, while card work is handled in the catalog department. On a large project this procedure may require special working arrangements for the removal of old numbers from books and cards and for retyping and remarking. It has the advantage of keeping the old stock from the new. The amount of traffic through the technical departments is definitely decreased. Some inconvenience is offered by the lack of reference tools and other equipment and by distance from the shelflists, authority files, or other records.

The third scheme provides for a special room for reclassification. This sometimes presents difficulties. Unless the special room is in close proximity to the catalog room, the card catalog, and the stacks, any advantage that is obtained through the isolation of the processes may be overshadowed by the difficulties presented to the reclassification staff. The principal advantage of this arrangement is the segregation of the reclassification from the handling of new acquisitions. In large libraries which ac-

quire thousands of volumes annually this may be effective.

The bindery has also been used as a place to carry on the routines of reclassification and recataloging. This arrangement does not differ much from the one discussed in the preceding paragraph. It has one advantage not found in other accommodations, namely, the facilities for the quick repair of torn books and for the mechanical marking or stamping of volumes.

A final procedure, which has been followed in smaller libraries with limited staffs, is to perform the work on reclassification in various parts of the building, *e.g.*, catalog room, circulation desk, and reference desk. Reclassification in libraries using this procedure is usually a process carried on in slack times, becoming busy work for attendants who are not charging books or answering reference questions. The possibilities for error, inconsistency, and duplicated effort are high under this arrangement. To use student assistants concentrated in the catalog department appears to be a more efficient approach to the problem in the smaller library. It is true, however, that in institutions which do not have summer sessions, reclassification can be carried on during the summer months by the whole staff with considerable success. Periods between semesters or during holidays may also be used by the whole staff to participate in a project of reorganization.

#### *Mechanical Aids*

Attention should be given to the possibilities of mechanical aids in reclassifying and recataloging. While the electrical eraser has been used in many libraries engaged in reclassifying and recataloging, a number of them still dawdle along with razor blades or library scratchers. The possibilities of devising an electrical eraser which would automatically remove call

numbers and subject headings is not remote, particularly since many libraries place such information in approximately the same places on cards. Librarians have not taken seriously the suggestion by Bliss that markings on books should be made in such a temporary way that they may be easily removed.

Reclassification on a large scale requires the provision of adequate work tables, shelving, trucks, typewriters, marking supplies, and catalog trays. A careful examination of the routines involved in reorganization will indicate that greatest efficiency will be obtained when the books move along in a continuous line. This requires careful marking of units involved in the work.

#### *Tools for Reorganization*

While reference and bibliographical tools are necessary in ordinary daily cataloging and classification, they are particularly valuable in increasing speed and reducing costs of operation during reorganization. Such standard tools as the *United States Catalog*, of course, are indispensable in libraries which are attempting to order new sets of printed cards for manuscript or typewritten cards. Access to a depository catalog should also be taken advantage of when possible. Among the types of tools which have been found lacking in some libraries engaged in reclassification are the *United States Catalog* series, depository catalogs, foreign dictionaries and encyclopedias, and biographical dictionaries.

The operational activities in reclassification and recataloging usually have not been set apart in special or departmental manuals of catalog departments. Perhaps such records are not necessary. In libraries which have reduced their special techniques and routines of reclassification to written form, however, it has been found that errors have been minimized and consistency has

been maintained. Once the procedures of reorganization have been determined, the important problem is to keep the policy flexible enough to absorb new personnel.

The decisions regarding the handling of book collections during the reorganization are of utmost importance, both for the technical aspects of the immediate problem and for the future work of the departments concerned with technical processes in the library. What is to be done with branch or departmental collections? Are all books to be reclassified? Will older volumes be discarded or segregated? What are the best procedures under certain conditions in the handling of problems arising from lost books, charges to faculty members and students, books at the bindery, and books on reserve? All these questions need consideration by the librarian and the supervisor of reorganization.

#### *Special Collections*

Special collections usually require special attention under ordinary conditions of work. By a "special collection" is meant a collection on a particular subject or subjects segregated from the regular book collection, whether within the stack or in separate rooms or buildings. The problem usually faced is to decide whether or not the special collection is to be reclassified and, if it is, whether or not the new classification adopted is similar to that used for the other parts of the collection.

Most librarians apparently have found it satisfactory to reclassify their special collections along with the central collections. They have also concluded that confusion is reduced to a minimum if only one system is used for all collections. This, of course, is not always the case. In some instances, the retention of a special collection in its original classification will serve the purposes of the library as well as the system adopted

for the central collection. This is definitely true of a special collection which is inactive.

The question of reclassifying departmental collections falls into a category similar to the one for handling special collections. The decision to reclassify a departmental library depends largely upon the relationship of the departmental library to the central library, as well as upon the nature of the collection. If the departmental library is part of the central system, receives service from a centralized cataloging unit, and the collection is growing consistently, then it seems that reclassification would in the long run insure greater technical efficiency on the one hand and ease of use on the part of the patrons and staff, on the other. In the majority of libraries faced with this problem the practice has been to reclassify and recatalog departmental collections. Notable exceptions have been law and medical collections.

#### *Older and New Materials*

No attempts have been made on a grand scale to differentiate between older materials and new materials in reclassifying projects. In one instance a large library started reorganization with the intention of reclassifying materials acquired after a certain date. This policy has since been abandoned, however, and plans have been made to reclassify the whole collection. The fact that insufficient data are available on the nature of the materials used, except perhaps in broad classifications, has not made it possible for librarians to devise criteria for segregating or rejecting materials. The investigation of the problem of obsolescence among library materials might well suggest workable procedures in the matters of segregation and storage.<sup>8</sup>

<sup>8</sup> See Gosnell, Charles F. "Obsolescence of Books in College Libraries." *College and Research Libraries* 5:115-25, March 1944; also Logsdon, R. H. "The Instructional Literature of Sociology and the Administration of College Library Book Collections." (Unpublished Ph.D. dissertation, University of Chicago, 1942.)

Reclassification generally has served as a means to inventory carefully the whole collection of the library. In practically every library many titles which were considered lost were located during reclassification. Those titles which were found to be definitely missing were either removed from the records or replaced. A technical difficulty develops in the problems of charges to faculty members and students, books at the bindery, and books on reserve. The proper procedure apparently in all these situations is to wait until the materials have been returned to the shelves before any attempt is made to reclassify them. In cases where faculty members have books out for months or years there seems to be no reason why they should not be recalled for purposes of reclassification. In all cases the librarian should strive to serve the users rather than consider the momentary efficiency of the process. Under the best conditions reorganization is disruptive to the easy use of library materials.

#### *Attention to Users*

It has been assumed that technical reorganization of a library is aimed at eventually giving better service to the patron. Hence, it behooves the librarian to consider all possible means of enabling the user to maintain continuous access to materials during the period of reorganization. The policy should consider such problems as records for the circulation department while the books are being worked upon, records for the card catalogs which indicate to the users and the staff members that the library contains certain titles even though they are temporarily out of active circulation, guides

for the accessible stacks to show the users which sections are being reclassified, and indications that materials on a certain subject may be found in more than one place in the stacks. The routines within the catalog department, or in any other place in which reclassification and recataloging are being done, should be complete to the extent that a book may be readily located.

#### *Summary*

From the foregoing comments it seems clear that the librarian will need to plan a project of reorganization carefully if he expects to make full use of personal, physical, and financial resources. Insofar as personnel are concerned, the librarian will need to differentiate carefully between professional and clerical help. Professional staff members should not spend their time on such tasks as withdrawing cards from the catalogs. In order to take full advantage of equipment, supplies, and bibliographical tools, technical reorganization of a collection is probably more effectively done in the catalog department than elsewhere. Mechanical devices should be employed wherever practical.

The addition of new types of catalogs or the introduction of a new filing code should be considered in the light of the peculiar conditions of the libraries. Necessary catalogs should always be started at the outset of operations, and simplification of filing might well benefit the users. Adequate attention should be given to the problems of users during reorganization, so that continuous service will be offered.

*(to be concluded)*

By FRED LANDON

## The Library at the University of Western Ontario

*Mr. Landon, who directs the library he describes, is also a historian and author of Western Ontario and the American Frontier and Lake Huron.*

UNIVERSITIES have from early times become the depositories for treasures of literature, the arts, and the sciences. It was a Sir Thomas Bodley who in 1597 began to build up for Oxford University the collection of books that has since grown into the Bodleian Library, one of the world's great treasure houses. It was a John Harvard who at his death in 1638 gave a bequest of eight hundred pounds and something over three hundred volumes as a foundation for the New England college which through the years has become one of the chief universities of the world and whose library is the richest in resources of any university in the Western Hemisphere.

The library of the University of Western Ontario, at London, had its Bodley in the person of John Davis Barnett. Born in England, he came to Canada in 1866 to become a draftsman for the old Grand Trunk Railway. He advanced to become a mechanical superintendent and during most of his life was actively engaged in such duties, but from his first arrival in Canada until his death in 1924 he was an assiduous collector of books and other bibliographical material. When in 1918 he gave his accumulations to the University of

Western Ontario, the bound volumes exceeded forty thousand. In addition, there were many thousands of pamphlets, maps, prints, and other miscellaneous items which added greatly to the value of the collection. His only stipulation was that the university should adopt a liberal policy with respect to loans to persons outside the institution. This has been consistently carried out, with the result that residents of Western Ontario have access to many scarce or specialized books and journals which they could not reasonably expect to find in any public library.

The library of the University of Western Ontario had but meager resources when the Barnett collection came in 1918. The administration, realizing the value of this gift, made immediate provision for its development by proper classification and cataloging and by expanding the library services generally. The books had been singularly well chosen and probably 90 per cent were suitable for university use. During the years between 1918 and his death in 1924 Dr. Barnett continued to expand his holdings, and by his will he made a substantial bequest to the library.

Looking back to the coming of this gift, the first large benefaction ever received by the university, it can be seen that it had two important effects. It was almost at once followed by other benefactions for which it had set an example. Furthermore, the character of the gift influenced later

library policy in a number of ways. The Barnett books, for example, were rich in such fields as Canadiana and Americana, Shakespeariana, English literature, and folklore. The scope of these sections suggested that they should be continuously developed. Small endowments received through the years have provided income which can be specially applied to such portions of the library.

More interesting, however, is the influence which the Barnett gift has exerted in other directions. The large stores of prints and illustrations laid the foundation for a practical working collection in the field of art. The maps, many of them of early Canadian and American significance, provided the foundation for a department that has since developed extensively. Magazine excerpts, selected over half a century and carefully classified, provided much unusual material. A graduate student who brought a list of over one hundred references on one of the nineteenth-century poets was astonished to find more than three-quarters of them in one single parcel. Thus, Barnett left more than a large private library of books. He laid the foundation for special services which are noticeable today in the activities of the library.

#### *Art Department*

The art department, of which mention has been made, contains few rare prints such as an art gallery might possess. But it does contain thousands of reproductions, gathered from varied sources and classified so that they can be made of practical use. The instructor in English, for example, who desires pictorial material relating to William Blake can be supplied with reproduction of that author's paintings, facsimiles of title pages and text of his books, and with portraits of the man himself. From the archeological material, largely clipped

from duplicate files of the *Illustrated London News* and other journals, may be drawn a variety of illustrations of classic architecture, art, costume, and the landscapes of those countries embraced in what we call the Ancient World. Apart from such classroom uses, the art room constantly supplies material for exhibitions in the library itself.

In addition to its stores of pictures the art room contains, also, files of clippings and magazine articles on the artists themselves, on musical composers, and on actors, as well as the archeological material mentioned above. The pictures relating to Shakespeare fill several drawers of a vertical file, classified first as to play, then by the leading characters, and finally under such general headings as stage setting and costume. The general collection on costume is also in this department.

The development of such departments within a library of moderate size is usually feared as likely to involve a considerable expense. But this is not necessarily so. At the time when the art collection at Western Ontario was in its first stages of organization, an extensive purchase was made of vertical files and other secondhand equipment discarded by a large life insurance company which was refurnishing its offices. The supply was sufficient to meet all needs for years ahead. There is a suggestion here for other libraries, since the postwar period will probably bring a large volume of office equipment to the market, discarded from government departments whose activities are ceasing.

#### *Manuscripts*

From time to time the library has acquired extensive collections of manuscript material. One of the most interesting of these consists of the diaries and papers of the Rev. James Evans, the Wesleyan missionary

who a hundred years ago devised the Cree syllabic characters which gave to those Indian tribes of the Canadian Northwest their first form of writing. At Norway House, far north on Lake Winnipeg, Evans printed portions of the Bible for the use of his Indian charges, using birchbark and skin when paper was not to be had, making his type from the lead linings of tea chests, his ink from lampblack and fish oil, and utilizing an old fur press for the printing operations. Specimens of his work are rare and highly valued. Some portions of the papers in this collection have been printed by the Ontario Historical Society.

A second important group of papers are those of the Hon. David Mills, who rose from humble schoolteaching in one of the Western Ontario counties, to be minister of justice for Canada and later a justice of the Supreme Court of the Dominion. Mills entered Parliament in 1867, the year of Confederation, and in the political events of the next thirty years he was a conspicuous figure.

There are other similar collections of some magnitude, but along with them have come a constant flow of individual documents or small collections of documents, chiefly related to the history of the peninsula lying between Lakes Huron and Erie and the Georgian Bay—Western Ontario. A few years ago the library received the records contained in Middlesex County Court House (Middlesex being the county in which London is situated). Documents covering a period of almost a century were included in this large accession, which was almost immediately followed by receipt of the records of the county of Huron, lying immediately to the north. As the two counties differed in a marked way in origin and background, the two groups of papers supplemented rather than duplicated each other.

The organization and development of these papers and of extensive collateral material (pamphlets, broadsides, etc.), has resulted in the collection of regional history, housed separately in the library and directed by Elsie M. Murray, a specialist in this field. The regional collection is designed to illustrate the social and economic development of Western Ontario. It contains a variety of material that would be lengthy to describe. Records of early municipal bodies, courts, business enterprises, and religious organizations are naturally included. Diaries, private letters, etc., tell much of the life of earlier days. Photographs culled from old-fashioned albums show the costume of preceding generations. Programs of lectures, debates, and musical events record the cultural growth of the area.

#### *Publications*

Western Ontario, like nearby states in the republic, has reached the age when it is becoming increasingly conscious of its past. Local historical societies flourish in the province, and the university, through its regional collection, is cooperating in their work. A mimeographed publication, issued quarterly and distributed without charge, bears the title *Western Ontario Historical Notes*. In content it is exactly what the title indicates. It contains short articles on local history, an occasional original document, news of the societies, and a popular Notes and Queries section.

A second publication coming from this branch of the library has as title *Western Ontario History Nuggets*. Four of these have so far been distributed, each being either a separate little study or the reproduction of a document. The second issue, for example, was a bibliography of the newspapers of one of the counties within the university's area. The library itself possesses an extensive collection of Canadian

newspapers and also a considerable file of American newspapers of the Civil War era.

London is in the center of one of the richest agricultural areas of eastern Canada and its university is, therefore, much interested in the problems of the farm. It is interested also in the history of agriculture, and the collection of earlier agricultural journals at London is probably the most extensive in Canada, comprising not only Canadian titles but also many of those of the Eastern states. Before the distinctively Canadian farm journals reached any considerable circulation such American journals as the *Genesee Farmer*, the *Ohio Farmer*, the *Cultivator*, etc., had many subscribers in the province of Ontario and doubtless exercised some measure of influence upon farming practice. It is important, therefore, that they should be preserved in a Canadian library just as they are preserved in American libraries. The Western Ontario holdings of American farm journals have been chiefly acquired by exchange with other libraries in the United States.

#### *Religious Histories*

There are two other sections of the library to which attention might be drawn. The first of these is the Canadian denominational religious history. There are larger separate collections of Methodist history or Presbyterian history or Baptist history in other Canadian libraries, but probably nowhere else will so much be found in one place relating to the religious past of the country. This includes scarce early journals and records of the various church assemblies. As one aspect of social history, this Canadian field will bear wide cultivation.

A final section of the library which deserves mention is that of American history. There are extensive and complete files of many of the state historical journals. The

collection of books on slavery is large and includes a lengthy file of the *African Repository*, organ of the American Colonization Society. Curiously, a portion of that society's own file of this journal has found its final resting place in this Canadian library. For several of the states there is a considerable amount of local history on the shelves.

Prior to 1934 the general library of the University of Western Ontario had a succession of temporary homes. In the decade prior to 1934 it was housed on two floors of a portion of the main university building. In the latter year, however, the present Lawson Memorial Library was opened, honoring the names of Frank Lawson, a London businessman, and his wife, by whose bequest the erection of the building was made possible. In its floor plans it bears some resemblance to the University of Michigan Library, though, of course, on a much reduced scale. The main reading room on the second floor seats 200, while other reading rooms and carrels provide for an additional 125 readers. The stacks were designed to hold about 170,000 volumes, but as that capacity will be strained within the next few years plans are now under way for expansion.

The Lawson Memorial Library, in addition to its reading rooms, has an art and music room, a newspaper room, a rare book room, and a museum of North American archeology. The museum, of which Wilfrid Jury is honorary curator, is a center from which extensive archeological work has been carried out in Western Ontario, and several bulletins have been published setting forth the results of excavations. Groups of students are occasionally taken on exploratory expeditions and given some acquaintance with the proper methods of excavating Indian village sites.

Though the museum is primarily devoted

to Indian archeology, it has in recent years expanded the scope of its collecting to include objects illustrating the pioneer life of Western Ontario. When articles, such as farm implements, are too large for exhibition, models have been made to scale and given a proper setting. A reproduction in miniature of a pioneer log cabin and its outbuildings, together with examples of furniture, etc., forms one of the most interesting of such groups so far assembled. Another is a reproduction of a Huron Indian village of the early seventeenth century. These small-scale reproductions have been found effective in conveying through the eye the details of social life of the past. They are the work of Mr. Jury and his father, Amos Jury. The latter, a farmer by occupation, is talented as a painter in water colors and also does exquisite modeling in clay.

The library of the medical faculty of the University of Western Ontario, housed in the medical school building, is outstanding in Canada in the richness of its collections of journals. But it, too, has some features that are of more general interest. It has, for instance, a large historical section built up through the years which, while not possessing any of the great treasures in its field, does include many items of considerable interest. Two editions of Dr. William Beaumont's record of his experiments in gastric research are among the American items. They take us back to the day when the young French-Canadian Alexis St. Martin received a gunshot wound in the stomach and was nursed back to life and health by the scientifically-minded army surgeon on Mackinac Island.

- The observations which Dr. Beaumont was enabled to make through the open wound (which never closed) brought important advances in physiology and form one of the bases of the modern study of dietetics.

In addition to its historical collection, the library has a growing collection of book-plates, much of it related to medicine, and also a collection of medical portraits. It has gone far, too, in the building up of scrapbook collections on subjects related to its work. In the local historical field extensive investigations have been carried on by a London physician connected with the medical school staff, Dr. Edwin Seaborn, whose new volume on the history of the profession in Western Ontario will appear in the next few months. Dr. Seaborn's collection of notes and other data on the subject of his book will be deposited in the medical school library.



LAWSON MEMORIAL LIBRARY

The most recent building added to the campus at the university is the McIntosh Memorial Art Gallery, opened in 1942. Its activities are closely related to those of the library. The building, a very gem of architecture, was provided for in the will of Mrs. Wilhelmina McIntosh as a memorial to her husband, John Gordon McIntosh, and herself. She also bequeathed to the university her collection of pictures, about fifty in all, and provided an endowment both for the upkeep of the gallery and for the purchase from time to time of additions to the collection.

Mrs. McIntosh's own pictures were chiefly of the French and British schools of the later nineteenth century, and no de-

cision has yet been made as to the field or fields in which development should take place. London, though a city of less than one hundred thousand population, is blessed with two art galleries, the civic gallery being in the new Williams Memorial Public Library. Here chief emphasis has been placed upon loan exhibitions, changed monthly and continuous throughout the year. The two London galleries work in close cooperation, a condition which prevails in equal degree as between the public library and the library of the university.

The McIntosh Gallery, in addition to its primary purpose, is also the headquarters of the Western Ontario Conservatory of Music, affiliated with the university, and is used for musical lectures and recitals. It contains the extensive collection of records which was provided by the Carnegie Corporation and also a small musical library of biography, criticism, and miniature scores. The university library also has an extensive collection of books in the field of music.

The libraries of this university have as their primary function the meeting of such regular needs as arise in an institution with an enrolled student body of about two thousand. These needs have the first call upon the staff and resources. But the library administration has not hesitated to explore paths more commonly regarded as possible only in a library of larger size and with greater resources. What has been done at Western Ontario represents, therefore, the adaptation of such activities to a smaller institution and the carrying out of plans by economical methods. The results of such ventures as have been undertaken have been considered profitable. The building up of the regional collection of history, for example, has attracted wide attention in the province and has brought considerable "corn to the bin." Outside contributors provide

most of the copy for the issues of *Western Ontario Historical Notes*. Many gifts for the regional collection have come from the same sources.

A word might be added concerning the exchange of duplicates which has been carried on extensively with other libraries for many years past. Over the last ten years the library has added about one thousand volumes annually from this source and has disposed of as many or more to other institutions. All exchanges have been upon a rough piece-for-piece basis, making for a minimum of recording.

#### *Years Ahead*

In all that has been done, the years ahead have been kept in mind. There is no regular department of art at this university as yet, but when such a department does come, as it probably will within the next few years, there will be much needed material assembled, classified, and ready for use. In the same way the regional collection will provide valuable material for graduate work in history. Already it is giving stimulus to local historical work in the province, as well as serving the professional ranks.

It would be improper to convey the impression that any of the specialized departments of this library which have been mentioned are in any state other than that of development. Most of the activities are still in the experimental stage, perhaps the most interesting stage of all. None of them would have been possible without the presence on the staff of men and women who had the spirit of adventure and were themselves enthusiastic over the things which they were doing. Mistakes have been made, processes have had to be discarded, but enough has been realized and brought to fulfilment to give constant encouragement to go yet farther.

By HARRY W. NERHOOD

## Instructor-Librarian Cooperation in the Social Sciences

*Some teaching possibilities for college libraries as seen by an instructor at Whittier College.*

THE COLLEGE TEACHER in the social sciences who desires to facilitate the learning process in the student rather than to indoctrinate him by the lecture method quickly finds himself faced with the problem: How can the best use be made of library personnel and materials?

We are developing a technique at Whittier College which almost eliminates lecturing and enables the student to arrive at opinions based on his own reading and thinking. Extensive use is made of the library, and it is this phase of the experiment I propose to discuss.

Our program is based on the belief that history teaching is the proper handling of "content." Two principles have guided us in evolving a method: (1) the student should read carefully as much material as possible in the time which is available; (2) formal classroom lectures should be abandoned in favor of "directed reading." Translating these principles into action has resulted in the transfer of the student from the classroom to the library.

The plan for the course which deals with Europe during and between two wars, 1914-45, will serve as an illustrative example. The usual semester of seventeen weeks (not counting examination week) is divided into five units, with one week for introduction and one for review. During

the first week the mechanics of the course are explained and a general survey of the period is presented. Each student takes an intensive examination, the results of which serve the teacher in future counseling.

The class never meets in a "classroom." The librarian<sup>1</sup> has made available a small office for personal counseling and a seminar room for weekly meetings. After the introductory period for each unit every student receives a question list designed to fill in the gaps in his knowledge of the unit (as indicated by the preliminary examination). Since the course is for three credits, at least five hours a week are spent reading in addition to a one-hour seminar. Experience has shown that the average student must read seven hours to complete the questions adequately. There is no textbook since it is the purpose of the seminar on the first day of the week to bring out the continuity of the material as well as to emphasize the salient points.

Arriving in the library the student finds a special shelf of materials dealing with that week's assignment. The teacher, now a "guide," has gathered together in one place most of the books on the subject and has compiled, with the assistance of the librarian, a comprehensive list of magazine articles and pamphlets. This bibliography is not a "controlled" list; it is a guide. The difference between "control" and "guidance" may be likened to the driver of the herd as opposed to the shepherd of the

<sup>1</sup> Wilma Bennett, acting librarian.

sheep. The purpose of guidance is to make representative materials available, not to neglect some and to exploit others.

#### *Student's Introduction*

Meeting the materials for the first time the student is encouraged to examine each book and judge its general worth as well as its pertinency to his list of questions. It is suggested that he note certain information about the book, such as its title, author, purpose (as indicated in the preface), and date (significance in relation to time written). The instructor-librarian (this term is used to indicate the cooperative action of the instructor and librarian in assisting the student), having read the books or critical reviews on them, is present to offer additional help in determining the relation of the book to the information sought. The teacher is also present to assist in clearing up confusion aroused by contradictory statements or to indicate other sources in addition to those collected by the instructor-librarian. The teacher has regular hours in his library office, and students are encouraged to drop in and discuss their work.

Thus, during a unit each member of the class spends at least fifteen hours in library reading and three hours in seminar, in addition to the time spent in consultation. At the end of the unit he makes an evaluation of the work he has done. To do this he writes a short summary of the historical period studied and indicates his impressions. This paper is not prepared in formal examination style but after personal counseling with the teacher. As each unit is completed it is related to all the previous periods, so that by the end of the semester the student is ready for an intensive review and over-all evaluation.

Certain library situations arising out of this change in procedure may now be examined. The most obvious result is the

new relationship which now exists between library and teacher. In a sense, teacher and class are the guests of the library, or should look upon themselves as such. Rapid adjustment to the rules and regulations already existing, and the creation of new ones, are necessary. On the teacher's part an obligation to counsel his students in the observance of book care, withdrawal, and return must be recognized. The student should learn to respect the efforts of the librarian and staff and impress upon himself the value of the materials he is handling.

This kind of teaching leadership is bound to fail unless the librarian understands what the teacher is trying to do and lends assistance at every point. The teacher owes it to librarian and staff to acquaint them with full details of the course, either by syllabus or weekly discussion.

One feature of this technique is bound to frighten away some teachers. It is the necessity of knowing what materials are available in the library and what can be secured. The instructor-librarian must know everything or else have a suggestion as to how it can be known. The instructor-librarian should make an exhaustive study of the library, and bibliographies should be prepared. Student awareness of the sources cannot come about unless the teacher has a thorough understanding of the library. Books, newspapers, periodicals, films, learned journals, pamphlets—all these must be studied for their value to the course. It must not be the aim of the teacher to overwhelm the student with a mass of sources, for nothing arouses fear and confusion in the average student more quickly than the sight of an impossible amount of work, supposedly to be done. Rather the instructor-librarian must exercise judgment and guidance in the sense we have already indicated.

The instructor-librarian must learn to select "representative" materials. All sides of any question should be presented and, by counseling, the student can be trained to look for the signs which point to the attitude most useful for his purpose. A Great Teacher once said that a tree is known by its fruits. In the examination of materials dealing with a political system, for instance, this rule can be applied. It seems obvious that any political organization which prohibits sane vocal, physical, or mental expression is far from democratic. The student who is encouraged to be critical in his reading will not be too gullible.

Finally, the librarian should stand ready to assist the teacher in providing the physical setting necessary. In addition to shelf space for books, the teacher must have a seminar room and an office for consultation. Both of these rooms should be in or adjacent to the library. The physical needs of rooms and equipment are an important consideration, for we have found that enthusiasm in student and teacher varies according to the

availability of the materials and the ease with which they are used.

To some observers the plan outlined above may seem to be nothing more than the regular seminar method. It is an adaptation, but its peculiar feature is the immediate guidance by the teacher. Assuming that most undergraduates are not qualified to do completely independent research, this procedure nevertheless lifts teacher and student above the level of the "dishing-out, lapping-up" process so common today.

It is a happy medium designed so that the teacher may have time to encourage the more serious student while preparing him to do graduate research. On the other hand, the student who is taking the course for general culture may read as much as he desires, while the "grade and credits" student may pursue his inclinations without inconveniencing the others.

In the last analysis, such a plan seems desirable because it brings together the two most important elements in the study of the social sciences—the library and the student.

## University Reference Work After the War

(Continued from page 107)

be their own detectives and to use the various reference books with freedom of action and with skill. Some departments work a little bibliographical instruction into their courses. Well and good, but what about a general course that will teach the use of the card catalog and the periodical indexes, union catalogs, etc., graded according to the background and training of the student, perhaps covering simple tools the first year, the more advanced ones in the third year, and the specialized ones for the graduate student in a special field in the fourth year?

The already overbusy reference librarian is going to ask, "How can all this be done when we are already overcrowded with

work?" Perhaps we need a little examination of our own activities. Are we doing tasks that some other department should be doing? Are we doing bibliographical work already covered by some printed bibliographical service for which we should be subscribing? What can we possibly leave out of our daily schedule that will enable us to have a few more minutes for reading book-reviewing periodicals and other bibliographical publications? With all our desire to push a little harder to make ourselves more efficient, however, we should never forget that our own friendly yet helpful manner is the important factor in working with faculty and students at this critical time in the readjustment of the lives of many young men and women.

By CAROLYN F. ULRICH

## New Periodicals of 1944—Part II

*Miss Ulrich completes here another of her reviews, the first half of which appeared in the September 1944 number of College and Research Libraries.*

**I**N THE NEW PERIODICALS the general emphasis is on postwar possibilities. As one would expect, this covers the trends in trades and professions and the new opportunities and jobs opening in every field. Sociological interests, however, are now taking an especially prominent place, and there is a more established viewpoint toward race problems, housing conditions, changes in educational curricula, and similar matters concerning the general welfare in a changing world.

Science and industry meanwhile continue their rapid wartime advancement. Many publications are issuing separately, or as departments within their issues, graphic newsheets, forecasts, and Washington letters indicating what has happened to many professions and industries during the war and predicting what is likely to be the trend after the war. Science and technology today embrace the whole world, yet the far-flung war has dislodged many a scientist from his home country. A group of Polish engineers living in Canada, forming the Association of Polish Engineers in Canada, are issuing a well-planned journal—*Polish Engineering News*. The text is in English and Polish with an occasional article in French. It contains abstracts,

good illustrations, tables, and charts. *Steel Construction Digest*, published by the American Institute of Steel Construction, offers articles condensed from the *Architectural Record*, *Engineering News-Record*, *Public Works*, *Civil Engineering*, *Industrial Standardization and Commercial Standards*, *Construction Methods*, and other important journals. Covering the subject of measurement and control processes is *Instrumentation; Electronic, Pneumatic, Mechanical*. The articles are illustrated with the numerous charts and graphs so essential in this type of publication. *Aluminum and Magnesium* is a technical trade paper. As the materials mentioned in the title play a leading role in the construction of a high percentage of the output in the metal industry, the appearance of such a periodical is of outstanding importance. Its purpose is, as far as present conditions permit, to give the latest developments in the use of the two metals. The first issue contains tables of processes developed and good illustrations of types of aluminum and magnesium die castings, and includes patents, trademarks, and trade literature.

Aeronautics is represented by three new publications, two of which deal with specific types of planes. *Gliding* shows the development of new models and improvements in the materials and design of gliders. It contains illustrated articles on gliding and soaring technique and soaring sites, for both passenger and cargo carriers. It also dis-

cusses schools and courses for the teaching of flying fundamentals. *The Semi-Technical Bulletin of the American Helicopter Society* aims to compile, collect, and disseminate information concerning the helicopter. In the first issue it reviews the past development in rotary-wing aircraft which has led to the successful building of this strange new craft. The articles are well illustrated by means of diagrams and charts. Of interest primarily to aircraft engineers and technicians is *Industrial Aviation*, which is concerned with greater mechanical efficiency. The articles, which are fully illustrated, are accompanied by tables, graphs, diagrams, and designs of parts. Book reviews are included. *Bendix Radio Engineer*, a house organ of unusual merit, contains mathematical and scientific articles on radio engineering topics by specialists of the Bendix Aviation Corporation. Important subjects covered are clearly presented by the use of graphs, tables, charts, and diagrams. It also gives new patents and book reviews. As a result of the war commercial television is moving ahead, and helpful, illustrated articles on programming as a medium of advertising, and on studio operation, management, and video production problems are found in *Televiser*. Articles from other magazines and book reviews are listed. *Television* is another publication in this field which discusses significant developments in television and its allied fields ". . . as well as the opinions of the major interests in sight and sound broadcasting" and is illustrated.

#### Standards

*Standards Review* of the British Standards Institution includes information regarding the progress of the movement and the cooperation between the British Standards Institution and other national standards bodies. The term "standardization" is so

often misunderstood that this review will lead to a clearer knowledge of its great importance, not only to the war effort but also to the development of a peacetime industrial economy. In this country we have the well-established publication, *Industrial Standardization*, of the American Standards Association. The Institute of Textile Technology, a graduate school founded recently, primarily for research, and owned by textile mill members, publishes the *Textile Technology Digest*. This, as the name suggests, contains abstracts of articles appearing in current textile periodicals, both domestic and foreign, on textile problems, processes, techniques, and products. In looking beyond tomorrow, *Plastics* forecasts the developing of new materials and discusses the planning necessary to meet problems when new products and new applications, now devoted to war needs, are converted to peacetime commodities. These postwar ideas, many of which are now growing into more finished form in engineering and drafting rooms, make this publication an important contribution to the plastic industry. It is well illustrated, giving new designs, tables, and charts, and it lists patents granted, book reviews, and new trade literature.

#### Medicine

In the field of medical science a war activity is presented in *The Air Surgeon's Bulletin*, a journal interested in aero-medical and allied activities which contribute to the war effort; and, "as provided by Army regulation of the dissemination of restricted matter, distribution may be made within the limitations of availability." The periodical contains abstracts and illustrations. *The British Journal of Industrial Medicine* is published by the British Medical Association in cooperation with the Association of Industrial Medical Officers. Book reviews,

abstracts, and bibliographies are a part of its excellent make-up. *Tropical Medicine News* is an official bulletin of the American Society of Tropical Medicine. Besides articles on research and discoveries in this field of medicine, it contains records of the association's meetings, notes, and news. From Portugal on the same subject comes *Anais do Instituto de Medicina Tropical*, a scholarly, well-illustrated journal. Articles written by professors of the institute in Portuguese and French, with occasional summaries in English, are accompanied by bibliographies. *Revista Brasileira de Medicina* is an illustrated journal on general medicine. Digests of the articles are in English. From Buenos Aires are three important journals: *Archivos de Neurocirugia*, which is a continuation of *Archivos Argentinos de Neurologia, Obstetricia y Ginecología Latino-Americanas*, and *Revista Argentino-Norteamericana de Ciencias Médicas*. All of these contain articles, with summaries in English and, in the last two named, the abstracts are also in French and German. All are well illustrated and contain good book reviews and bibliographies.

#### Housing

*Journal of Housing*, organ of the National Association of Housing Officials, consolidates and supersedes *NAHO News* and *Housing Management Bulletin*. It presents technical and professional papers, also reports housing news and operating practices in development and management. Its primary purpose is to report the administrative practice in housing, both private and public, covering planning, design, construction, and intergovernmental relationship. Recent publications on the subject are listed. *Interracial Planning for Community Organizations Bulletin*, published by the National Urban League, discusses the social planning and research in the field of

race relations, such as the employment difficulties of the Negro and racial problems in housing.

"The purpose of *The Southwestern Journal* is threefold: (1) to present reports of research projects originating in or dealing with Southwestern life; (2) to present scholarly discussions of historical, educational, economic, and cultural problems . . . (3) to emphasize those aspects of national life and thought which tend toward the integration of all races into the dominant culture pattern of the region and the nation;" the region being Missouri, Oklahoma, Texas, Arkansas, and Louisiana. It is an interesting new publication published by the Langston University of Oklahoma, a Negro college. The National Committee for India's Freedom has published the *Voice of India*, which is edited by Indians, among whom are Anup Singh, author of *Nehru: the Rising Star of India*; Syud Hossain, professor of Oriental Civilization, University of Southern California; and Krishnalal Shridharani, author of *My India, My America*. Its purpose is to place before the people of the United States India's claim to national freedom. It comments upon current events and trends in India and their bearing upon world affairs. Among the contributors are Dr. J. Henry Carpenter, Lin Yutang, Agnes Smedley, and Oswald Garrison Villard. Similarly, presentation of current problems surrounding the people of Eastern and Central Europe is the purpose of *The Ukrainian Quarterly*, a distinctive publication issued by the Ukrainian Congress Committee of America.

#### Literature

*Interim*, a "little review," published in Seattle, is affording "writers in and out of the Northwest a medium for artistic and critical expression." Among the contribu-

tions are poems by Wendell Anderson, a critical essay by Thomas Howells, and a selection from Henry Miller's "The Air-Conditioned Nightmare." The second number ". . . is devoted for the most part to World War II. It contains many different attitudes on the part of many different writers toward this conflict." Contributions include poems by Mary Graham Lund and Ingeborg Kayko, and a critical essay by Melvin Rader entitled "Human Values in an Age of Technology." *Experiment*, a "little magazine" of experimental poetry, contains "poetry which in its newness is comparatively unknown to the reading public, and is not yet in the mainstream of the poetic tradition." Its contributions include poems by Will Gibson, Alan Swallow, William Carlos Williams, Meade Harwell, and Byron Vazakas. *Libertad Creadora*, a quarterly from Buenos Aires, is a liberal review showing a marked interest in literature and other cultural aspects of Argentine life. A distinguished feature of this magazine is that it is a noncommercial publication, and is dedicated to the ideals of Alejandro Korn and sponsored by a group of his friends and the publishing house of Editorial Claridad.

#### *Libraries*

Among the new library publications is *The Library Chronicle*, published by the University of Texas, which in its first number presents articles of interest to scholars and bibliophiles and furnishes information about important collections of rare and valuable research material. The make-up of this journal compares very favorably with other university items of its kind. From the South American countries appears greater interest in the status of librarianship, as is noticeable in two publications from the Biblioteca Nacional de Peru at Lima. The *Boletin* has several articles

about the restoring of the collection of the National Library since the recent fire which destroyed a large part of it and lists what has been saved of the books and rare manuscripts. A detailed account is given of the formation of a library school, showing the awakened interest in library method and professional training. The first striking impression of the second publication, *Fenix; Revista de la Biblioteca Nacional*, is its impressive format. It is printed in clear distinctive type on good paper, with good illustrations. It contains bibliographical studies, articles on the organization, development, and history of libraries, and studies concerning the technical side of the book. This journal is a pleasing addition to other scholarly library publications. The Uruguay National Library at Montevideo, which is in the process of expanding, presents the first number of *Boletin de la Biblioteca Nacional*, announcing its plans and aspirations. It covers library science, contains articles on the book arts, and is well illustrated.

#### *Bibliographical Aids*

An important bibliographical publication, the *Boletim Bibliográfico* of the Biblioteca Pública Municipal de São Paulo, Brazil, contains good articles on various subjects and personalities, and accounts of authors and of books representative of the culture of Brazil. Each article is followed by a comprehensive bibliography. A classified list of additions to the library is given. Its excellent format, paper, printing, and occasional illustrations make it a striking publication. *Bibliografia de Historia do Brasil* is a thorough bibliography, published by the Ministry of Foreign Affairs and compiled by the Commission to Study the Texts on History of Brazil. *Boletim do Instituto Histórico da Ilha Terceira* covers the history of the Azores. Its many well-planned

articles are followed by full bibliographies, and the format, paper, and printing are excellent. All three of these periodicals are valuable in book selection. The texts are in Portuguese.

#### *Regional Culture*

*The Americas*, published in Washington, D.C., by the Academy of American Franciscan History, is a quarterly review of Inter-American Cultural History "... of service to the scholarship and cultural relations of all the American Republics. It aims to provide a medium of expression for authoritative contributions by outstanding scholars of all the Americas." It includes history, economics, sociology, ethnology, literature, and folklore. In addition to contributions by authorities of the United States and Canada, it will present works by specialists of the various countries of Latin America whose articles appear in English translation. Good book reviews are included. *o I G G; Revista do Instituto Geografico e Geologico*, São Paulo, Brazil, is designed to distribute the scientific and technical results of research undertaken by its officials and to awaken interest in specific fields. This issue contains a comprehensive bibliography on the subject covered; and there are illustrations, accompanied with diagrams, charts, and tables. Its general make-up, including type and paper, are excellent. A valuable addition to the study of art research and one which takes rank with other scholarly publications of its kind is *Anales de Arqueología de Bolivia*, official organ of the Archaeological Society of Bolivia. This emanates from the Geological Society of La Paz and other societies of anthropology and prehistoric ethnology. It is printed on excellent paper and contains full-page illustrations, some in color, and

also drawings and diagrams. A supplement: *Revista de Linguistica y Farmacopea Indiana*, is published within the magazine.

*Boletim do Museu-Biblioteca do Conde de Castro Guimarães* of Cascais, Portugal, publishes items on the history, archeology, ethnology, and art of the region. This periodical is impressively printed, with full-page illustrations. The articles have copious reference notes, and comprehensive bibliographies are given at the end of articles. Another very distinctive publication is *Universidad Nacional de Colombia; Revista Trimestral de Cultural Moderna*, from Bogota. It covers in the first issue articles in the sciences and the humanities by prominent scholars of Latin America, and a section is devoted to the interests of the university. Articles are well illustrated with graphs and charts, and bibliographies are given at the end of each article. *Minerva; Revista Continental de Filosofia*, published in Buenos Aires, is liberal in its approach, with accent on contemporary philosophical thought. The articles in the first issue are by well-known writers of South America. An extensive department of book reviews is included.

In the realm of economics are two important publications: the *Boletin de Universidad Interamericana* of the Instituto de Investigaciones Sociales y Economicas, from the Republic of Panama, and *Economia y Finanzas* from Nicaragua. The first provides for the study of the economic and social problems of the Americas and proposes to maintain in the Inter-American University, which has been recently established in Panama, an inter-American center of information and consultation concerning economic and social realities. The latter is similar in trend but emphasizes also banking and statistics.

## Periodicals

- The Air Surgeon's Bulletin.* The Commanding General, Headquarters, Army Air Forces, Washington 25, D.C. (Attention: The Air Surgeon, Publications Branch.) v. 1, no. 1, January 1944. Monthly. Price not given.
- Aluminum and Magnesium.* Atlas Publishing Co., 133 W. 21st St., New York City. v. 1, no. 1, October 1944. Monthly. \$3.
- The American Helicopter Society, Inc. Semi-Technical Bulletin.* Newfield P.O. Box 4029, Bridgeport, Conn. no. 1, May 1944. Irregular. Price varies.
- The Americas; A Quarterly Review of Inter-American Cultural History.* Washington 17, D.C. v. 1, no. 1, July 1944. Quarterly. \$4.
- Anais do Instituto de Medicina Tropical.* Lisbon, Portugal. v. 1, no. 1, December 1943. Irregular. Price not given.
- Anales de Arqueología de Bolivia.* Sociedad Arqueológica de Bolivia, La Paz, Bolivia. v. 1, no. 1, 1943. Frequency and price not given.
- Archivos de Neurocirugía.* Facultad de Ciencias Médicas de Buenos Aires, Cátedra de Neurocirugía, Córdoba 2149, Buenos Aires, Argentina. v. 1, no. 1, January-March 1944. Quarterly. \$15.
- Bendix Radio Engineer.* Engineering Dept., Bendix Radio Division, Bendix Aviation Corp., Baltimore 4. v. 1, no. 1, July 1944. Quarterly. \$2.
- Bibliografia de Historia do Brasil.* Ministério das Relações Exteriores, Comissão de Estudo dos Textos da História do Brasil, Rio de Janeiro, Brazil. no. 1, 1943. Frequency and price not given.
- Boletim Bibliográfico.* Biblioteca Pública Municipal de S. Paulo, Rua Libero Badaró 377, São Paulo, Brazil. v. 1, no. 1, October-December 1943. Quarterly. Price not given.
- Boletim do Instituto Histórico da Ilha Terceira.* Edifício da Junta Geral do Distrito Autônomo, Angra do Heroísmo, Terceira, Açores. v. 1, no. 1, 1943. Irregular. Price not given.
- Boletim do Museu-Biblioteca do Conde de Castro Guimaraes.* Cascais, Portugal. no. 1, 1943. Frequency and price not given.
- Boletín de la Biblioteca Nacional.* Apartado 2335, Lima, Peru. v. 1, no. 1, October 1943. Quarterly. Price not given.
- Boletín de la Biblioteca Nacional.* Ministerio de Instrucción Pública y Previsión Social del Uruguay, Montevideo, Uruguay. v. 1, no. 1, July 1944. Frequency and price not given.
- British Journal of Industrial Medicine.* British Medical Association, Tavistock Square, London, W.C.1. v. 1, no. 1, January 1944. 4 issues a year. 25s.
- Bulletin of the Interracial Planning for Community Organizations.* National Urban League, 1133 Broadway, New York City 10. no. 1, Apr. 1, 1944. Irregular. Price not given.
- Economía y Finanzas; Órgano de la Superintendencia de Bancos y de la Dirección General de Estadística.* Superintendencia de Bancos, Managua, D.N., Nicaragua. no. 1, March 1944. Bimonthly. Price not given.
- Experiment; a Quarterly of New Poetry.* 79 Q St., Salt Lake City 3, Utah. v. 1, no. 1, April 1944. \$1.
- Fenix.* Biblioteca Nacional del Perú, Lima, Peru. no. 1, 1944. Semiannual. \$2.50 per copy.
- Gilding.* 4638 Portage Rd., Kalamazoo 85, Mich. v. 1, no. 1, April 1944. Monthly. \$3.
- O I. G.; Revista do Instituto Geográfico e Geológico.* Secretaria da Agricultura, Indústria e Comércio do Estado de São Paulo, Instituto Geográfico e Geológico, São Paulo, Brazil. v. 1, no. 1, July-September 1943. Quarterly. \$40.
- Industrial Aviation.* Ziff-Davis Publishing Co., 540 N. Michigan Ave., Chicago 11. v. 1, no. 1, June 1944? Monthly. \$2.
- Instrumentation.* The Brown Instrument Company, Wayne and Roberts Aves., Philadelphia 44. v. 1, no. 1, March-April 1944? Bimonthly. Price not given.
- Interim.* 1536 Shenandoah Dr., Seattle 2. v. 1, no. 1, Summer 1944. Quarterly. \$1.50.
- Journal of Housing.* National Association of Housing Officials, 1313 E. 60th St., Chicago 37. v. 1, no. 1, October 1944. Monthly. \$4. (Membership only.)
- Libertad Creadora; Publicada por los Amigos de Alejandro Korn.* San José, 1631-45, Buenos Aires, Argentina. v. 1, no. 1, January-March 1943. Quarterly. Price not given.
- The Library Chronicle.* The University of Texas Library, [Austin]. v. 1, no. 1, Summer 1944. Frequency and price not given.
- Minerva; Revista Continental de Filosofía.* Adolfo Morinigo, Aristóbulo del Valle 154, Buenos Aires, Argentina. v. 1, no. 1, May-June 1944. Bimonthly. \$4.
- Obstetricia y Ginecología Latino-Americanas.* Calle José E. Uriburu 1578, Buenos Aires, Argentina. v. 1, no. 1, Feb. 28, 1943. Monthly. \$6.
- Plastics.* Ziff-Davis Publishing Company, 540 N. Michigan Ave., Chicago 11. v. 1, no. 1, June 1944. Monthly. \$5.50.
- Polish Engineering Review, (Technik Polski).* Association of Polish Engineers in Canada, 3432 Drummond St., Montreal, Quebec. v. 1, no. 1, January 1944. Bimonthly. \$3.
- Revista Argentino-Norteamericana de Ciencias Médicas.* Ayacucho 576, Buenos Aires, Argentina. v. 1, no. 1, May 1943. Monthly. \$24.
- Revista Brasileira de Medicina.* Editora Guanabara, rua do Ouvidor 132, Rio de Janeiro, Brazil. v. 1, no. 1, Monthly. \$10.
- The Southwestern Journal.* Langston University, Langston, Okla. v. 1, no. 1, May 1944. Four issues a year. \$1.50.
- Standards Review.* The British Standards Institution, 28, Victoria St., London, S.W. 1. v. 1, no. 1, May 1944. Quarterly. 7s.
- Steel Construction Digest.* American Institute of Steel Construction, 101 Park Ave., New York City 17. v. 1, no. 1, April 1944. Quarterly. Price not given.
- Television; Journal of Video Production, Advertising and Operation.* The Television Workshop of New York, 11 W. 42nd St., New York City 18. v. 1, no. 1, fall 1944. Quarterly. \$4.
- Television.* Frederick Kugel Company, 153 W. 23rd St., New York City 11. v. 1, no. 1, spring 1944. Quarterly. \$3.
- Textile Technology Digest.* Institute of Textile Technology, Charlottesville, Va. v. 1, no. 1, June 1944. Monthly. Membership.
- Tropical Medicine News.* The American Society of Tropical Medicine, 1430 Tulane Ave., New Orleans 13. v. 1, no. 1, February 1944. Bimonthly. Price not given.
- The Ukrainian Quarterly.* Ukrainian Congress Committee of America, P.O. Box 721, Church St. Annex, New York City 8. no. 1, October 1944. Quarterly. \$4.
- Universidad Interamericana.* Instituto de Investigaciones Sociales y Económicas. Boletín. Apartado 3277, Panama, Republic of Panama. v. 1, no. 1, February 1944. Irregular. Price not given.
- Universidad Nacional de Colombia; Revista Trimestral de Cultura Moderna.* Edificio de la Rectoría, Ciudad Universitaria, Bogota, Colombia. no. 1, October 1944. Quarterly. Price not given.
- Voice of India.* National Committee for India's Freedom, Portland Bldg., 1129 Vermont Ave., Washington 5, D.C. v. 1, no. 1, September 1944. Monthly. \$2.

By CHARLES F. GOSNELL

With the Assistance of Students at Columbia University<sup>1</sup>

## College and University Library News, 1943-44

*Dr. Gosnell is librarian of Queens College and associate in the School of Library Service, Columbia University.*

FINAL ADJUSTMENT to war conditions, and postwar planning, hold the spotlight in this, the twentieth periodic survey of college and university library activities.<sup>2</sup> As in the past, the effort is to present a truthful outline rather than an exhaustive catalog of events. Due, doubtless, to lack of time to prepare reports and lack of paper on which to print them, the bulk of the news is still less than that of a year ago, but trends which were then observable are even more clearly marked.

That adjustments to wartime conditions

<sup>1</sup>The students who helped to gather the material are: Selda Argentineau, Nancy B. Axtell, Anna J. Bessarab, Edna K. Dana, Mary C. Landrigan, Rose A. Lyons, Evelyn M. Schmidt, Lucille Simcoe, and Lora J. Wheeler.

<sup>2</sup>This series has become traditional as the contribution of Ernest J. Reece under the sponsorship of the Conference of Eastern College Librarians. His increased duties as associate dean of the School of Library Service of Columbia University have prevented him from continuing. *College and Research Libraries* 5:148-55, 160, March 1944, contains his summary for the year 1942-43, as well as references to previous articles in the series.

The present compiler strives to follow the trail blazed by Prof. Reece so carefully and successfully. This article was read by title at the meeting of the conference at Columbia University on Nov. 25, 1944. It is based primarily on material appearing in publications issued between Oct. 31, 1943, and Nov. 1, 1944.

Copious footnotes are supplied for the convenience of those who may wish in full the information which is summarized here. These footnotes are made as brief as possible, and the following abbreviations are used: A.L.A.B.—American Library Association Bulletin; C. & R.L.—College and Research Libraries; L.Q.—Library Quarterly; S.&S.—School and Society; W.L.B.—Wilson Library Bulletin.

and obligations have been the primary business and concern of librarians in colleges and universities is amply illustrated by references in current professional literature. Our entire system of higher education has been markedly affected. A complete and current chronicle of daily and weekly developments, with occasional references to libraries, has appeared as a bulletin *Higher Education and National Defense*, published by the American Council on Education. A comprehensive summary of events has been published by Miller and Brooks.<sup>3</sup>

In terms of registration, publicly controlled colleges and universities lost 51.3 per cent of their enrolments, while private and church colleges lost only 35.7 per cent. The total decrease in men students was 68.5 per cent, while that of women was 7.7 per cent, according to estimate by the U.S. Office of Education.<sup>4</sup>

The contributions of the libraries, particularly in training members of the armed forces in the Army Specialized Training Program and other units and in providing materials for important research projects, have been summarized by Temple<sup>5</sup> and Little,<sup>6</sup> while Gill<sup>7</sup> has reported for Ca-

<sup>3</sup>Miller, J. H., and Brooks, D. V. N. *The Role of Higher Education in War and After*. Harper, 1944. 222p.

<sup>4</sup>L. J. 69:689; American Association of University Professors Bulletin 30:264-83.

<sup>5</sup>C.&R.L. 5:3-16.

<sup>6</sup>S.&S. 59:282-85.

<sup>7</sup>C.&R.L. 5:99-104.

nadian libraries. There have been various discussions of special phases, ranging from that of collecting local war history materials by King<sup>8</sup> to allotments for library service to Army and Navy units.<sup>9</sup>

The full impact of the war, and the diversity of responses, is illustrated by the numerous reports from individual libraries. Michigan has cooperated with various war research projects and extended its services to the gigantic war plants in its area.<sup>10</sup> Rutgers, likewise, is giving reference service to nearby chemical and manufacturing plants.<sup>11</sup> At Rochester the library has established a lending collection of war films.<sup>12</sup> Benjamin Chubak, at City College, has compiled a new edition of his *Bibliography of Morale*.<sup>13</sup>

From the University of California there is the report of a 50 per cent drop in circulation, due to decreased enrolment and a shift from liberal arts to technical courses, while there has been an increase in inter-library loans and other special uses, and staff turnover has been a problem.<sup>14</sup> Special reports on library use by Army Specialized Training Program and other groups have been made by Bard,<sup>15</sup> Fenn,<sup>16</sup> and Georgia School of Technology.<sup>17</sup> Use by WAVES was reported by Georgia State College for Women.<sup>18</sup> An enlarged library for nurses was opened at Western Reserve.<sup>19</sup> Radcliffe reported increased fines for overdue books and withdrawal of the privilege of home use of phonograph records because of restrictions on production.<sup>20</sup>

<sup>8</sup> C.R.L. 5:291-99.

<sup>9</sup> L.J. 69:314.

<sup>10</sup> Michigan University. *President's Report for 1942-43*, p. 231.

<sup>11</sup> Rutgers University. *Report of the President, 1942-43*, p. 75.

<sup>12</sup> C.R.L. 5:238-41.

<sup>13</sup> Bulletin of Bibliography 18:52.

<sup>14</sup> C.R.L. 5:203-06, 331-34.

<sup>15</sup> W.L.B. 18:599-603.

<sup>16</sup> L.J. 69:184-87.

<sup>17</sup> L.J. 69:11-13.

<sup>18</sup> L.J. 69:592.

<sup>19</sup> L.J. 69:804.

<sup>20</sup> Radcliffe College. *Official Register*. 9:47.

### Postwar Planning

As war problems were met and understood, and as confidence in an ultimate victory became secure, hopes for a quick return to peace flourished. Yet it was clear that to win and secure a lasting peace would be a task no less difficult than military success and that sound and farsighted planning was essential.

Leaders of thought in higher education had for several years been restudying fundamental problems of the philosophy, purposes, objectives, and means of higher education, while war conditions gave further emphasis to old questions, raised some new ones, and created a natural transition point. A comprehensive listing of issues and a full bibliography were published by the U.S. Office of Education.<sup>21</sup> Other contributions came from Stoddard,<sup>22</sup> Nash,<sup>23</sup> and the North Central Association.<sup>24</sup>

Much of the discussion was directed to redefinition of "liberal education." The contributions of Aydelotte,<sup>25</sup> Henderson,<sup>26</sup> Tead,<sup>27</sup> and the American Council of Learned Societies Commission<sup>28</sup> may be cited as outstanding.

There were many references to the problems of the returning veterans, and *Higher Education and National Defense* continued to bring news in this field. The mechanics of the veteran's re-entry into the academic world are of relatively little concern to the libraries, while his problems of curriculum

<sup>21</sup> U.S. Office of Education. *Conference Workbook on Problems of Postwar Higher Education*. Washington, G.P.O. 1944. 38p.

<sup>22</sup> Stoddard, G. D. *Tertiary Education*. Cambridge, Harvard U.P., 1944. 36p.

<sup>23</sup> Nash, A. S. *The University and the Modern World*. Macmillan, 1944. 313p.

<sup>24</sup> North Central Association Quarterly, 19:171-89. Cooper, R. M. and others, *Better Colleges—Better Teachers*. Macmillan, 1944. 167p.

<sup>25</sup> Aydelotte, F. *Breaking the Academic Lockstep*. Harper, 1944. 183p.

<sup>26</sup> Henderson, A. D. *Vitalizing Liberal Education*. Harper, 1944. 202p.

<sup>27</sup> Association of American Colleges Bulletin 30:308-16.

<sup>28</sup> *Liberal Education Re-examined*. Harper, 1943. 134p.

are one phase of the general reorganization of the college offering. A recent discussion of the veteran's education while in the services is that by McGrath.<sup>30</sup>

Many administrative units and individual institutions have developed their own plans. In New York State the regents have published a comprehensive program to improve teacher training, to establish a chain of technical institutes, and through scholarships and otherwise to raise the level of the state contribution to higher education.<sup>31</sup>

General consideration of postwar planning for libraries in higher institutions has been the subject of papers by Carlson,<sup>32</sup> Shaw,<sup>33</sup> and Iiams.<sup>34</sup> Wilson devoted a section in his memorandum to college and research libraries.<sup>35</sup>

Few plans have as yet been announced at individual institutions, but Colby is an exception.<sup>36</sup> The trend is clearly marked, however, in one wartime innovation, the "War Information Center," which in Colgate<sup>37</sup> and Indiana<sup>38</sup> was reported to have become a "Postwar Information Center." In many instances, building programs are the most concrete form of planning; these will be described in a later section.

Many postwar plans are admittedly "postwar" chiefly in a temporal rather than in a causal sense, and it is logical to include in this category some statements and plans which do not bear that term. On the other hand, no postwar plan can be complete without taking into account Wilson's challenging presentation<sup>39</sup> of the library's

role in college instruction or Rider's suggestions about micro-cards.<sup>40</sup>

The flow of individual surveys has diminished, but there are three which require mention: Rider's self-survey and policy report at Wesleyan,<sup>41</sup> Brown's program for Tuskegee,<sup>42</sup> and the Wisconsin survey by Blegen and Metcalf.<sup>43</sup>

#### Administration

As administration is the tool by which the services of libraries are effected and improved, it is to be expected that administrative problems will continue to receive much attention. Librarians appear to have been relatively fortunate in being able to continue working at many problems of long-time significance while their superiors, the college and university presidents and trustees, have been forced to devote almost all their energies to wartime difficulties, as exemplified by Cain's study.<sup>44</sup> Thus the comprehensive treatise by Russell on *The Finance of Higher Education*<sup>45</sup> is an exception and especially welcome for its frequent references to the library.

Some of the administrative facts about college and university libraries have been gathered and published by the U.S. Office of Education,<sup>46</sup> while the annual A.L.A. compilation for a select group appeared as usual.<sup>47</sup> Trends in library and total university expenditure have been analyzed by

<sup>30</sup> Rider, F. *The Scholar and the Future of the Research Library*. New York, Hadham Press, 1944. 236p.

<sup>31</sup> Wesleyan University Library: an Analysis of its Past History, Present Position and Possible Future Policy. Middletown, Conn., The Wesleyan University Library, 1943. 126p.

<sup>32</sup> Brown, C. H. *A Program for the Development of the Library of Tuskegee Institute*. Ames, Iowa, 1944. 18p.

<sup>33</sup> L.J. 68:956.  
<sup>34</sup> Cain, J. H. *College Investments under War Conditions*. Washington, American Council on Education, 1944.

<sup>35</sup> Russell, J. D. *The Finance of Higher Education*. University of Chicago Bookstore, 1944. 361p.

<sup>36</sup> U.S. Office of Education. *Biennial Survey . . . 1938-40. College and University Library Statistics, 1939-40*. (Vol. II, chap. VI) Washington, G.P.O., 1943. 105p.

<sup>37</sup> C.R.L. 5:126-33.

<sup>38</sup> Journal of Higher Education 15:343-50.  
<sup>39</sup> Regents Plan for Postwar Education in the State of New York. Albany, University of the State of New York, 1944. 64p.

<sup>40</sup> A.L.A.B. 38:37.

<sup>41</sup> C.A.R.L. 5:19-20.

<sup>42</sup> S.&S. 59:268-69.

<sup>43</sup> Wilson, L. R. *Library Planning*. A.L.A., 1944. 93p.

<sup>44</sup> L.J. 69:342.

<sup>45</sup> L.J. 69:132-34.

<sup>46</sup> L.J. 69:103-05.

<sup>47</sup> C.R.L. 5:126-33.

Ellsworth.<sup>47</sup> Three studies have been made of special groups, including higher institutions in the North Central Association,<sup>48</sup> teacher-training institutions,<sup>49</sup> and Negro colleges.<sup>50</sup>

Turnover in personnel continued to be a vexing problem, referred to in numerous reports. Among the results were a slight decrease in size of staff, some lowering of requirements in experience and training, and some increases in salaries. These were largely sporadic effects, and no concerted attack on the difficulty developed or even seemed feasible. Trent outlined the possibilities of the personnel administrator in libraries as in business.<sup>51</sup> A committee of California presidents was reported<sup>52</sup> preparing a new classification and pay plan for state college librarians. A report was presented to the Board of Higher Education of New York City on the status and salaries of library assistants in the four city colleges.<sup>53</sup>

The scheme of classification and pay plans appeared after several years of preparation by a subcommittee of the A.L.A. Board on Salaries, Staff, and Tenure.<sup>54</sup> H. M. Brown reported on conditions governing the appointment and work of student assistants.<sup>55</sup> Satory discussed rank and tenure in Catholic college libraries.<sup>56</sup>

Some thought was given to the desirability of conferring a master's degree instead of a second bachelor's degree for the first year of graduate study, in order to put college and school librarians on an equal

footing with their colleagues who receive the master's degree for their first year of graduate work in other subjects, but no definite move can be reported.

There was relatively little activity in the field of cataloging and bibliography, perhaps because attention was attracted to war activities. Progress in publication of the Library of Congress Catalog continued to a point where many college libraries found themselves in possession of a very valuable and timesaving, although still incomplete, tool.<sup>57</sup> Knapp reported on her research into the use of the subject catalog.<sup>58</sup> Metcalf and Williams presented concrete proposals for defining subject fields of responsibility for acquisition and cooperative cataloging of current foreign books and pamphlets.<sup>59</sup> A move toward consolidation of catalogs was reported at Wisconsin.<sup>60</sup> The official catalog at New York University was seriously damaged by fire, possibly incendiary.<sup>61</sup>

#### *Expanding Activities*

Evidence that the concept of the library's place is continuing to expand, is to be found in the development of activities beyond the mere servicing of books. Johnson reported on a quick survey of the use of audio-visual aids.<sup>62</sup> A music listening room with a phonograph and collection of records was opened at Flora Stone Mather College of Western Reserve University,<sup>63</sup> and Union College reorganized its collection of disks.<sup>64</sup> At Swarthmore, Librarian Shaw delivered a series of five lectures on contemporary typography.<sup>65</sup> In the children's room of the library of Ohio University, a series of panels illustrating democracy and the four free-

<sup>47</sup> L.Q. 14:1-8.

<sup>48</sup> North Central Association Quarterly 18:293-308.

<sup>49</sup> Education for Victory 2:13-14, Nov. 1, 1943.

<sup>50</sup> Journal of Negro Education 12:623-29.

<sup>51</sup> C&R.L. 5:322-26.

<sup>52</sup> C&R.L. 5:191.

<sup>53</sup> The Library Association of the Four Municipal Colleges of New York. *A Report on the Status of Library Assistants under the 1943 Amendments to the State Education Law*. 1944. 4p.

<sup>54</sup> American Library Association, Board on Salaries, Staff, and Tenure. *Classification and Pay Plans for Libraries in Institutions of Higher Education*. Chicago, A.L.A., 1943. 3 vols.

<sup>55</sup> C&R.L. 5:44-52.

<sup>56</sup> Catholic Educational Review 42:342-47.

<sup>57</sup> L.J. 68:869-71.

<sup>58</sup> L.Q. 14:108-18, 214-28.

<sup>59</sup> C&R.L. 5:105-09.

<sup>60</sup> Journal of Higher Education 15:109.

<sup>61</sup> The writer served as consultant to the adjusters.

<sup>62</sup> C&R.L. 5:341-46.

<sup>63</sup> L.J. 69:766.

<sup>64</sup> L.J. 69:211-12.

<sup>65</sup> L.J. 68:1004.

doms was executed as a master's thesis in art.<sup>66</sup>

A continued effort at public relations in the usual channels was to be seen in exhibits. Reagan presented a survey in this field.<sup>67</sup> Two unusual exhibits bear special mention, one of the works of Alabama artists at Birmingham-Southern<sup>68</sup> and one at Colgate, which is believed to have "hexed" certain dictators.<sup>69</sup>

The responsibilities of the librarian for having students know how to use the library received new emphasis at Case<sup>70</sup> and the Citadel<sup>71</sup> and in the remedial reading program presented at Minnesota by Triggs.<sup>72</sup>

A survey of "Friends of the Library" groups was reported by Allen.<sup>73</sup> A new group was started at Oregon State College.<sup>74</sup> Colby reported on its publishing activities as a factor in developing interest.<sup>75</sup> Texas began publication of a *Library Chronicle*, and Emory continued with its series of "Sources and Reprints."<sup>76</sup>

#### *Buildings*

A revival of interest in new library buildings and additions was evident. Virtually all construction has been stopped by war conditions; only as a general program of postwar construction was called for could librarians see much hope in planning and getting the blueprints ready. Little information has appeared in print. For teachers' college buildings a new checklist has been prepared by Alexander.<sup>77</sup> The *Library Journal* instituted a column on buildings

<sup>66</sup> L.J. 60:106-08.

<sup>67</sup> C&R.L. 5:246-58.

<sup>68</sup> W.L.B. 18:742.

<sup>69</sup> L.J. 60:770.

<sup>70</sup> *Journal of Chemical Education* 21:369-71.

<sup>71</sup> *Education* 64:183-85.

<sup>72</sup> Triggs, F. O. *Remedial Reading: the Diagnosis and Correction of Reading Difficulties at the College Level*. Minneapolis, University of Minnesota Press. 1943. 210p.

<sup>73</sup> C&R.L. 5:347-49.

<sup>74</sup> L.J. 60:77.

<sup>75</sup> C&R.L. 5:71-74.

<sup>76</sup> C&R.L. 5:286.

<sup>77</sup> Alexander, C. *Tomorrow's Libraries for Teachers Colleges*. American Association of Teachers Colleges. 1944. 60p.

and equipment.<sup>78</sup>

Some building projects received tentative approval as items for a postwar public works program, while others were to be built with contributions from alumni and other donors; some are well advanced in planning, while some are as yet little more than wishes or hopes. On some campuses, complete new buildings are envisioned; on others, existing buildings are to be altered and extended. The following list of institutions looking forward to new facilities has been compiled from published references and correspondence: Baldwin-Wallace, Bates, Brooklyn, California Medical School, City College (New York),<sup>79</sup> Colby, Colgate, Cooper Union, Cornell State College of Home Economics, Georgia School of Technology, Greenville College,<sup>80</sup> Harvard (for undergraduates), Illinois, Iowa, Maryland, Massachusetts Institute of Technology, Michigan State, Mills, Mount Union, New York University (Washington Square), Otterbein,<sup>81</sup> Pennsylvania, Princeton, Queens,<sup>82</sup> Rutgers, Smith, Stephen F. Austin State Teachers, Texas, U.S. Naval Academy, Villanova, University of Washington, Washington State College,<sup>83</sup> Wellesley, Wisconsin State Teachers, University of Wisconsin.<sup>84</sup>

#### *Acquisitions*

The thought and planning that have long been applied to buildings are now coming to be used on the acquisition of library resources. The collection is no longer thought of as an amorphous mass but as a purposeful and planned assembly of useful parts, from which the extraneous is excluded. Librarians have lost hope that any

<sup>78</sup> L.J. 60:662.

<sup>79</sup> L.J. 68:1030.

<sup>80</sup> L.J. 68:1030.

<sup>81</sup> Association of American Colleges Bulletin 30:187.

<sup>82</sup> L.J. 69:766. *Proposed Library Building for Queens College. A Report . . . by the Library Building Committee*. Flushing, N.Y., 1944. 23p.

<sup>83</sup> L.J. 68:1030.

<sup>84</sup> L.J. 68:956; 69:122.

library can have everything and are coming to believe that no library should even want to have everything.

It is thus significant that the Association of Research Libraries devoted its meeting of March 1944 to problems of the division of responsibility for acquisition and recording of research materials.<sup>85</sup> A successful example of cooperative effort on a smaller scale is the New England Deposit Library.<sup>86</sup> Other libraries have given thought to various storage plans for less used books, including California.<sup>87</sup> At least one attempt has been made to state in objective terms the length of the useful life of college library books—when they are replaced or superseded by newer titles and when they may be discarded.<sup>88</sup>

A series of research projects on the adequacy of book collections in subject fields was surveyed by Fay, their sponsor. She also discussed the selection of periodicals and their usefulness in book reviewing.<sup>89</sup>

Rider's proposal of micro-cards was a startling challenge to miles of shelves of little used research materials,<sup>90</sup> but there were those who asked whether, if acquisition and storage of still more titles was to be made so simple and inexpensive, librarians would slip back into the easy habit of acquiring and keeping everything.

Books and other materials actually seemed to come in at a pace faster than building can be done to accommodate them, although no spectacular acquisitions were recorded. Van Male<sup>91</sup> continued the series of surveys of notable additions begun by Downs, and no attempt will be made to duplicate the work here. It is well, however, to note the recognition that comes to

<sup>85</sup> Association of Research Libraries. *Minutes of the 21st Meeting*. March 1 and 2, 1944. See also C.&R.L. 5:105-09.  
<sup>86</sup> C.&R.L. 5:21-28.  
<sup>87</sup> C.&R.L. 5:28-30.  
<sup>88</sup> C.&R.L. 5:115-25.  
<sup>89</sup> C.&R.L. 5:207-16.  
<sup>90</sup> *Op. cit.*  
<sup>91</sup> L.Q. 14:132-58.

libraries in the form of gifts of books or funds.

As usual, the larger libraries have attracted a major share of the benefactions. Among the gifts reported at Harvard were the collection of the Roosevelt Memorial Association<sup>92</sup> and a Gutenberg Bible,<sup>93</sup> while the American Board of Commissioners for Foreign Missions deposited its archives there.<sup>94</sup> Yale reported receipt of a gift of 2,600 volumes on Italy,<sup>95</sup> 22 medieval manuscripts,<sup>96</sup> and several collections of correspondence and personal papers, including those of Sholom Asch,<sup>97</sup> Sara Teasdale,<sup>98</sup> Sir Wilfred Grenfell,<sup>99</sup> Frank L. Polk,<sup>100</sup> and Alexander Biddle.<sup>101</sup> Columbia received collections of modern first editions, Lincoln material, early printing, classics, music, and the Gonzalez-Prada papers.<sup>102</sup> Illinois received a collection of music in memory of Rafael Joseffy.<sup>103</sup> To Ohio State came seven hundred volumes on welding;<sup>104</sup> to Virginia, the letterbooks of John Randolph;<sup>105</sup> to Pennsylvania, a Whitman and a medieval art collection;<sup>106</sup> to Fisk, a Gershwin collection;<sup>107</sup> to the Joint University Libraries, English literature;<sup>108</sup> to Williams, editions and manuscripts of Edwin Arlington Robinson and drawings by Thomas Nast;<sup>109</sup> to Rutgers, books on architecture;<sup>110</sup> to Franklin, American literature;<sup>111</sup> to Kansas State, items on home economics;<sup>112</sup> to Kentucky,

<sup>92</sup> C.&R.L. 5:86.

<sup>93</sup> C.&R.L. 5:376.

<sup>94</sup> C.&R.L. 5:286.

<sup>95</sup> C.&R.L. 5:190.

<sup>96</sup> C.&R.L. 5:376.

<sup>97</sup> C.&R.L. 5:286.

<sup>98</sup> C.&R.L. 5:286.

<sup>99</sup> Yale University Library *Gazette* 18:44-46.

<sup>100</sup> C.&R.L. 5:190.

<sup>101</sup> C.&R.L. 5:190.

<sup>102</sup> Information from Acquisition Department of Columbia University Libraries.

<sup>103</sup> C.&R.L. 5:378.

<sup>104</sup> L.J. 68:944.

<sup>105</sup> C.&R.L. 5:377.

<sup>106</sup> C.&R.L. 5:86, 376.

<sup>107</sup> L.J. 69:200.

<sup>108</sup> C.&R.L. 5:377.

<sup>109</sup> Williams College. *Annual Report of the Librarian*, 1943-44, p. 2.

<sup>110</sup> Rutgers University Library. *Journal* 7:64.

<sup>111</sup> C.&R.L. 5:378.

<sup>112</sup> C.&R.L. 5:191.

the library of Cale Young Rice, Kentucky poet;<sup>113</sup> to Northwestern<sup>114</sup> and to Hollins,<sup>115</sup> incunabula and other early books; and to Oberlin, foreign language records.<sup>116</sup>

Fewer than the usual gifts of money were recorded. They generally took the form of memorial funds for specific purchases. The Lou Henry Hoover fund was established for the Hoover War Library at Stanford.<sup>117</sup> Three funds of one thousand dollars each were set up at Radcliffe.<sup>118</sup> Texas Wesleyan received two hundred dollars for religious books.<sup>119</sup> Western State, at Bowling Green, Ky., received five hundred dollars from the McGregor fund for Americana,<sup>120</sup> and the Women's College of North Carolina received a gift to purchase the Orr etchings of that state.<sup>121</sup> Yale received one hundred dollars from a group of Navy officers to buy athletic books in memory of one of their fellow officers.<sup>122</sup> Six hundred dollars was added to the Dick fund at Washington College, Chesterton, Md.<sup>123</sup>

While personal libraries of professors are not the tradition they once were, it is significant that transfers of six were reported. The classics library of Gonzalez Lodge went to Columbia,<sup>124</sup> that of H. L. Rietz on mathematics to Iowa,<sup>125</sup> and that of Charles McLean Andrews on history to Yale.<sup>126</sup> Texas Christian received two such collections, those of R. A. Smith and W. C. Morro.<sup>127</sup> That of J. B. Pratt was purchased by the class of 1914 and given

to Williams.<sup>128</sup> The late W. J. Showalter, chief of research for the *National Geographic Magazine*, bequeathed his books to Bridgewater.<sup>129</sup>

Acquisitions *en bloc* continued, although many institutions were holding funds for reopening of the European book market. California acquired the John Henry Nash typographic collection<sup>130</sup> and, for the Bancroft Library, collections of Colombian and Venezuelan material.<sup>131</sup> Southern California has received a group of serial sets in natural history and a Hamlin Garland collection.<sup>132</sup> Texas acquired for its medical school, books on anesthesia;<sup>133</sup> Iowa, some on music;<sup>134</sup> Indiana, source material on the Revolutionary War and War of 1812;<sup>135</sup> Wayne, the Hooker scientific library;<sup>136</sup> Virginia, Jefferson manuscripts;<sup>137</sup> and Yale, a Boethius manuscript.<sup>138</sup> Texas A. & M. made a special appropriation for tropical agriculture and veterinary medicine,<sup>139</sup> while Denver sent its librarian to Mexico to buy books.<sup>140</sup>

Increasing dependence on microfilm was noted at Michigan, where a special program has been going on.<sup>141</sup> Bontemps made an inventory of Negroana collections and their growth, including those of Howard, Fisk, Oberlin, Cornell, Duke, and North Carolina.<sup>142</sup>

#### Librarians in War Service

The names of many are on the A.L.A. and other honor rolls for service in the

- <sup>113</sup> C.R.L. 5:286.  
<sup>114</sup> *Journal of Higher Education* 15:273-74.  
<sup>115</sup> C.R.L. 5:86.  
<sup>116</sup> Oberlin College. *Annual Report of the President*, 1942-43, p. 5.  
<sup>117</sup> C.R.L. 5:286.  
<sup>118</sup> Radcliffe College. *Official Register*, 9:40.  
<sup>119</sup> Texas Library Association *News Notes*, February 1944.  
<sup>120</sup> C.R.L. 5:378.  
<sup>121</sup> C.R.L. 5:190.  
<sup>122</sup> C.R.L. 5:376.  
<sup>123</sup> Association of American Colleges *Bulletin* 29: 542-43.  
<sup>124</sup> Information supplied by Acquisition Department, Columbia University Libraries.  
<sup>125</sup> C.R.L. 5:378.  
<sup>126</sup> Yale University Library *Gazette* 18:63-66.  
<sup>127</sup> C.R.L. 5:87.

- <sup>128</sup> Williams College. *Annual Report of the Librarian*, 1943-44, p. 2.  
<sup>129</sup> Association of American Colleges. *Bulletin* 29: 541.  
<sup>130</sup> C.R.L. 5:379.  
<sup>131</sup> C.R.L. 5:191.  
<sup>132</sup> C.R.L. 5:379.  
<sup>133</sup> C.R.L. 5:377.  
<sup>134</sup> C.R.L. 5:287.  
<sup>135</sup> C.R.L. 5:87, 287.  
<sup>136</sup> C.R.L. 5:191.  
<sup>137</sup> C.R.L. 5:190.  
<sup>138</sup> Yale University *Gazette* 18:46-47.  
<sup>139</sup> Texas Library Association *News Notes*, February 1944.  
<sup>140</sup> L.J. 69:172.  
<sup>141</sup> University of Michigan. *President's Report for 1942-43*, p. 230.  
<sup>142</sup> L.Q. 14:187-206.

armed forces. No listing here, even of Homeric proportions, could hope to be complete, and no tribute worthy of their sacrifices. They, rather than those of us who stay at home, are carrying the chief burden of preserving our way of life, including our libraries and the institutions they serve.

Professional contributions of great importance came from Carl M. White, of Columbia, who was designated by the U.S. Department of State to establish closer working relations between Chinese and American groups concerned with library matters;<sup>143</sup> from Evelyn Steel Little, of Mills, who served with the British Branch of the Office of War Information;<sup>144</sup> and from Flora B. Ludington in India.<sup>145</sup> As librarian of the biggest university of all, special mention must be made of Lt. Col. Ray L. Trautman, formerly of Queens College, who is chief of Army library service in the Special Services Division.<sup>146</sup>

#### Personnel Changes

As in the year before, there have been more than the usual number of changes in personnel. Among the new head librarians are: W. Stanley Hoole at Alabama,<sup>147</sup> Anne Jensen at American,<sup>148</sup> Donald Rod at Augustana,<sup>149</sup> James W. Pugsley at Baldwin-Wallace,<sup>150</sup> Esther Greene at Barnard,<sup>151</sup> Mabel Eaton at Bates,<sup>152</sup> Mary W. Bledsoe at Bishop,<sup>153</sup> H. G. Bousfield at Brooklyn,<sup>154</sup> L. C. Powell at California in Los Angeles,<sup>155</sup> Eugene H. Wilson at Colorado,<sup>156</sup> Alice

Spengler at Colorado Woman's College,<sup>157</sup> Hazel Johnson at Connecticut College for Women,<sup>158</sup> Mildred Singleton at Elmhurst,<sup>159</sup> Arna Bontemps at Fisk,<sup>160</sup> Ruth D. Harris at Hastings,<sup>161</sup> Carrie L. Brittain at High Point,<sup>162</sup> Ralph E. Ellsworth at Iowa,<sup>163</sup> Catherine O. Vaughn at Kentucky State College for Negroes,<sup>164</sup> Joseph S. Jackson at Kenyon,<sup>165</sup> Rosita H. Hollar at McMurry,<sup>166</sup> John E. Van Male at Madison,<sup>167</sup> Carroll H. Quenzel at Mary Washington,<sup>168</sup> Frank A. Lundy at Nebraska,<sup>169</sup> Jens Nyholm at Northwestern,<sup>170</sup> John H. Moriarty at Purdue,<sup>171</sup> Sister Conchessa Keegan at St. Benedict,<sup>172</sup> Thomas R. Barcus at Saskatchewan,<sup>173</sup> Eugenia Maddox at Tulsa,<sup>174</sup> and Maybelle Taylor at York.<sup>175</sup>

Among appointments in teachers colleges were: W. W. Smiley at Eastern Carolina,<sup>176</sup> Mildred Gingherick at Flagstaff,<sup>177</sup> Arthur M. McAnally at Milwaukee,<sup>178</sup> Hester Hoffman at Oswego,<sup>179</sup> Felix E. Snider at Southeastern Missouri,<sup>180</sup> Donald Ferguson at Valley City,<sup>181</sup> and Vivian Boughter at West Liberty.<sup>182</sup>

Major responsibilities fell to three who became assistant directors at Columbia: Stephen A. McCarthy in general administration,<sup>183</sup> Maurice F. Tauber in technical

<sup>143</sup> L.J. 69:806.

<sup>144</sup> C&R.L. 5:188; L.J. 69:896.

<sup>145</sup> L.J. 69:661.

<sup>146</sup> L.J. 69:791-94; A.L.A.B. 38:409.  
<sup>147</sup> C&R.L. 5:364.  
<sup>148</sup> L.J. 69:896.  
<sup>149</sup> C&R.L. 5:191.  
<sup>150</sup> C&R.L. 5:192.  
<sup>151</sup> C&R.L. 5:365.  
<sup>152</sup> Bates College. *Report of the President*, 1943-44, p. 18.

<sup>153</sup> L.J. 69:613.

<sup>154</sup> C&R.L. 5:165; L.J. 69:612.  
<sup>155</sup> C&R.L. 5:166; L.J. 69:661.  
<sup>156</sup> C&R.L. 5:284.

<sup>157</sup> L.J. 69:806.

<sup>158</sup> C&R.L. 5:192.

<sup>159</sup> C&R.L. 5:191.

<sup>160</sup> C&R.L. 5:283.

<sup>161</sup> L.J. 69:167.

<sup>162</sup> C&R.L. 5:283.

<sup>163</sup> C&R.L. 5:89.

<sup>164</sup> C&R.L. 5:192.

<sup>165</sup> L.J. 69:768.

<sup>166</sup> L.J. 69:162.

<sup>167</sup> C&R.L. 5:192.

<sup>168</sup> C&R.L. 5:283.

<sup>169</sup> C&R.L. 5:284.

<sup>170</sup> C&R.L. 5:363.

<sup>171</sup> L.J. 69:613.

<sup>172</sup> C&R.L. 5:192.

<sup>173</sup> L.J. 69:902.

<sup>174</sup> L.J. 69:896.

<sup>175</sup> L.J. 68:1058.

<sup>176</sup> L.J. 69:896.

<sup>177</sup> L.J. 69:661.

<sup>178</sup> L.J. 69:896.

<sup>179</sup> L.J. 69:407.

<sup>180</sup> L.J. 69:214.

<sup>181</sup> L.J. 69:79.

<sup>182</sup> C&R.L. 5:283.

services, and Thomas P. Fleming in readers' services.<sup>184</sup> E. G. Freehafer returned to Brown as assistant librarian.<sup>185</sup> J. Louis Kuethe became assistant librarian at Johns Hopkins.<sup>186</sup>

Though many are away, those who remain at home have the duty of preserving and as far as possible enhancing the institutions for which all are fighting. At many libraries interim appointments have been made while the heads are on military or other leave. The following have recently been announced: L. C. Burke at Wisconsin, acting for Gilbert H. Doane;<sup>187</sup> Lucy E. Fay at Temple, for J. P. Danton;<sup>188</sup> Lydia M. Gooding at Mount Holyoke, for Flora B. Ludington;<sup>189</sup> Ruth M. Gray at Drew, for O. G. Lawson;<sup>190</sup> and Esther M. Hill, for Donald C. Davidson at Redlands.<sup>191</sup>

In recognition of their outstanding services, special honors have come to at least three. William F. Yust was cited on Founders' Day for his services to Rollins

<sup>184</sup> C.&R.L. 5:261.

<sup>185</sup> C.&R.L. 5:366.

<sup>186</sup> C.&R.L. 5:192.

<sup>187</sup> C.&R.L. 5:191; L.J. 69:126.

<sup>188</sup> L.J. 69:86.

<sup>189</sup> C.&R.L. 5:364; L.J. 69:661.

<sup>190</sup> L.J. 69:360.

<sup>191</sup> C.&R.L. 5:192.

College.<sup>192</sup> George A. Osborn, Rutgers, was honored at a testimonial dinner.<sup>193</sup> Mrs. Hazel W. Byrnes, State Teachers College, Mayville, N.D., was declared the "woman of the year in administrative education" at the convention of the North Dakota Education Association.<sup>194</sup>

Among those who have paused to rest, and to seek relaxation and greater leisure, are Asa Don Dickinson, who retired from Brooklyn College,<sup>195</sup> Mary E. Baker, Tennessee,<sup>196</sup> Bertha L. Rockwell, Barnard,<sup>197</sup> Sadie T. Kent, Southeast Missouri,<sup>198</sup> Bettie A. Murfree, Middle Tennessee,<sup>199</sup> and Delia G. Ovitz, Milwaukee.<sup>200</sup>

The losses by death that have come to notice are those of Robert J. Usher of Tulane,<sup>201</sup> Gerald G. Wilder of Bowdoin,<sup>202</sup> Anne S. Duncan of Iowa State Teachers,<sup>203</sup> and Alice Graham of Lewis and Clark.<sup>204</sup>

<sup>184</sup> L.J. 69:312.

<sup>185</sup> L.J. 69:509.

<sup>186</sup> L.J. 69:79.

<sup>187</sup> C.&R.L. 5:357-58, 67; L.J. 69:509.

<sup>188</sup> C.&R.L. 5:359.

<sup>189</sup> L.J. 69:30.

<sup>190</sup> C.&R.L. 5:88.

<sup>191</sup> C.&R.L. 5:379.

<sup>192</sup> L.J. 69:768.

<sup>193</sup> L.J. 69:823.

<sup>194</sup> L.J. 69:661.

<sup>195</sup> L.J. 69:472.

<sup>196</sup> L.J. 69:79.

## Scholarships at Western Reserve

THE SCHOOL OF LIBRARY SCIENCE of Western Reserve University will offer eight half-tuition scholarships for the regular session of 1945-46. The awards will be open to college graduates who meet the standards of scholarship and personal qualifications set by the admission committee. Application for these scholarships should be filed before May 1. Awards will be announced May 15.

# Conference of Presidents of Negro Land-Grant Colleges

THE PROBLEMS of land-grant college librarians were given attention at the twenty-second annual Conference of Presidents of Negro Land-Grant Colleges at Chicago on Oct. 24-26, 1944. The following is a brief résumé:

Mrs. Ruby E. Stutts Lyells, librarian of Alcorn College, opened with a discussion of "The Library in Negro Land-Grant Colleges." She considered finance, physical property, book collections, periodicals, personnel, and the use of books by students.

Following Mrs. Lyells, informal talks were given by Robert B. Downs, director of libraries at the University of Illinois, and Charles H. Brown, librarian of Iowa State College.<sup>1</sup> Mr. Downs outlined the functions of the college library. He also listed the reasons for the considerable growth of the modern library movement as follows: (1) the enlargement of the curricula in medicine and law and the development of new teaching fields; (2) the recognition of the importance of collecting certain materials, such as state, federal, municipal, and foreign documents; and the demands of the social sciences and the large enrolments in these fields; (3) the breaking down of old teaching methods by the requirements of mass education; (4) the trend away from specialization and the spread of survey courses; and (5) the increased demands

on the library now made by research.

Eliza Atkins Gleason, director of the Atlanta University Library School, spoke on the subject, "The College President and the Library" and discussed the responsibilities of the president to the library. First, the president must take the lead in setting up the program; he must know the total purpose of the institution and fix the place of the library within it. Second, he is responsible for the selection of a good librarian.

As to the third responsibility, it should be made possible for the librarian to know the shifts and changes in the educational philosophy of the institution and to be supported by an efficient staff, with classification, tenure, and salaries adjusted to integrate library workers into the faculty with equal rank and compensation. Also, the library budget, a combined undertaking of the president, board, and librarian, must be initiated by the president.

Following this speaker a round table discussion on the goals of the college library was held. Seven librarians participated, with M. D. Sprague, of Tuskegee, as leader. Discussion centered in the following topics: finances and budgets, personnel problems, library quarters and buildings, and the library committee.

—JAMES A. HULBERT,  
*Librarian, Virginia State  
College for Negroes*

<sup>1</sup> Mr. Brown's remarks are incorporated in part in his more general article appearing on pages 101-05.

By DONALD E. THOMPSON

## Duplicate Exchange Union

*The evolution of an enterprise looking to the enhancement of college library resources is described by the chairman of the committee recently in charge of it.*

THE DUPLICATE EXCHANGE UNION, sponsored by the Association of College and Reference Libraries, has been operating for nearly four years. It was organized in 1940 by Neil Van Deusen, then librarian of Fisk University in Nashville. Dr. Van Deusen had sensed the need for organizing the exchange of periodicals. The plan decided upon was for libraries to exchange periodicals on a piece-by-piece basis, with no definite effort being made to have each library give as much as it received, or vice versa.

Dr. Van Deusen, in considering the method to be followed, had to decide on a routing scheme. He devised a plan by which libraries would be listed in the order of their expenditures for periodicals. He approached scores of libraries and obtained an initial group to begin the project. The periodical expenditures reported were submitted to the American Library Association for certification. The routing sheet was compiled, listing the library with the largest periodical expenditures first and the others in order.

Copies of this list were sent to each member. In turn, each member was to attach a copy of its duplicate list to the routing sheet and send it to the first library on the list. After this library had requested what it needed, it then was to send the list and

routing sheet to the next library, and so on down the routing sheet.

The following rules were adopted when the Periodical Exchange Union first began to function in 1940:

- I. Each participating library shall prepare a list of its duplicate periodical material. This list must include: the name of the library offering the material; its location; the name of the person to whom exchange requests should be addressed.
- II. All participating libraries agree to the free exchange of all duplicate material listed.
- III. Each library shall give volume, number, and date for all duplicates.
- IV. Duplicate lists when prepared should be forwarded directly to the first library on the routing list.
- V. When duplicate lists are received, prepare a list of wanted items and forward this list of wanted items to the library offering them.
  - a. Specify the transportation desired.
  - b. Acknowledge receipt of items.
  - c. Correct lists before forwarding to next library on routing list.
  - d. Runs of volumes may be broken, but individual complete volumes may not be.
- VI. Please do not keep any list over one week.
- VII. Please keep a record of:
  - a. The number of pieces sent to libraries participating in the union:
    1. Bound volumes.
    2. Unbound complete volumes.
    3. Separate numbers.
  - b. The number of pieces received from libraries participating in the union (same figures as under a above).
  - c. The libraries from whom lists have been received and checked.
  - d. The libraries from whom material has been received.

VIII. The last library on the list is expected to return all duplicate lists to the library owning the remainder of the duplicates.

After a year Dr. Van Deusen was forced to give up his active leadership of the Periodical Exchange Union. Mrs. Marjorie Keenleyside, librarian of the Central Y.M.C.A. College in Chicago, was asked to become temporary chairman. Mrs. Keenleyside carried on the work for about eight months. During this period some changes were made in the procedure. Complaints had been made that the routing sheets were being held too long by individual libraries. After consultation with some members and a meeting at the annual conference of the American Library Association in Milwaukee in June 1942, Mrs. Keenleyside decided to try an alternate plan. This plan consisted of having members send out lists simultaneously to all other members, allowing about a month for checking, and then filling requests in order of the routing sheets. Members could use either this new plan or the original plan.

In September 1942, the president of the Association of College and Reference Libraries appointed a committee of three, of which the writer is chairman, to handle the procedures of the Periodical Exchange Union. The two other members of the committee were Virginia Trumper, in charge of periodicals for the library of the Woman's College of the University of North Carolina, and Oscar C. Orman, librarian of Washington University in St. Louis. When Mr. Orman was called into the armed services he was replaced on the committee by Alice Palo, acquisition librarian of the University of Cincinnati.

When the committee took over the work there were several libraries waiting to join the union, making it necessary to compile a new routing sheet. The committee sent

requests to all members asking for a new statement of periodical expenditures. At this time the same information was requested from prospective members. In February 1943 a revised routing sheet was completed.

During the first three years of the union's existence there were many differences of opinion as to the best methods of operation. Libraries at the head of the routing sheet were fairly well satisfied because they had the pick of titles offered on exchange lists. Libraries far down on the list complained that the "cream of the crop" was taken by the time their requests were made. Many members wrote to the chairman and offered suggestions. It became apparent that new changes were necessary.

The committee compiled a questionnaire that was sent to all of the members. An analysis of this questionnaire might be of interest. Fifty of the seventy members answered. The following is a summary of their answers.

1. *Question:* Do you feel that the union has been beneficial to your library?

*Answer:* Forty-six libraries indicated that the union had been beneficial. Some stated that they had received more than they had sent out. Others were glad for the opportunity to pass on their duplicates, regardless of how much material they had received. The answers of the other four members ranged from "not yet" to "doubtful."

2. *Question:* Should the number of members be limited? If so, approximately what number?

*Answer:* Twenty-eight libraries thought there should be no limit on membership. The remainder gave no answer or thought there should be some restrictions.

3. *Question:* Do you think there should be a division within the union, that is, type of library, etc.?

*Answer:* Thirty-seven members thought there should be no division by type of library. Some suggested a geographical or subject division.

4-5. *Question:* Have you any special types

of material you would like to receive in preference to other types, such as government documents, books, etc.? Do you think the activities of the union should be expanded to include any types of material mentioned in number 4?

*Answer:* There was no decided opinion. Many libraries indicated that they would like to receive government documents and books but most stated that they were interested primarily in periodicals. Most libraries thought that all types of material should be included.

6. *Question:* What do you think about sending out want lists regularly or occasionally?

*Answer:* There was no decided opinion regarding this question. Some libraries indicated that they did not have time to send out want lists in addition to regular exchange lists.

7. *Question:* Are you satisfied with the present methods of distribution?

*Answer:* Most members were satisfied with the present methods but felt that only one procedure should be followed.

8. *Question:* Are you willing to follow the procedure preferred by a majority of the members or, if there is too much variation, some procedure to be worked out by the committee?

*Answer:* Nearly all members were willing to follow any reasonable procedure adopted by the committee.

During the spring of 1944 the committee studied the results of the questionnaire. In May 1944 the following plan was adopted:

1. The name will be changed to Duplicate Exchange Union. This will make it possible to send all types of duplicate lists, if a library desires to do so. It is requested that periodicals, books, documents, etc., be sent on separate lists.

2. Exchange lists should be sent simultaneously to all members and be filled in order of receipt. Some exceptions might be made where one library especially needs certain issues or volumes to complete a set.

3. The routing sheet will be discontinued and be replaced by a list of members which will be revised frequently. All libraries now in possession of a list and routing sheet are

requested to return them to the original sender.

4. Each member may decide whether or not it wishes to send out want lists.

5. All members should make an attempt to send out at least two duplicate lists per year.

6. When a library wishes to discontinue its membership, it should notify all other members and the chairman of the committee.

7. The chairman of the committee will notify each library as new members are added to the union.

At the time the plan above was adopted a new routing sheet was compiled. This routing sheet now serves only as a list of members. Under the new procedure it is now possible to add new members at any time and libraries are continually requesting information about membership.

The membership of the Duplicate Exchange Union has remained almost constant until the fall of 1944. In June 1940 there were sixty-four members. In the past two years only about five libraries have discontinued membership, their reasons being lack of personnel. To the writer's knowledge, no library has dropped membership because of dissatisfaction with the union, although some members have stated they do not obtain as many benefits as they would like. In October 1944 the membership of seventy-six was composed of forty-four college libraries, twenty-four university libraries, four public libraries, and four special libraries. New members are being constantly added.

It is believed that the union, on the whole, has been beneficial to its members. Some indicated that the value so far came only from being able to send out a great many duplicates that had stood on their shelves for a long time. However, the majority of the members feel, some very decidedly, that the Duplicate Exchange Union is filling a useful purpose.

# Appointments to College and University Library Positions

THE APPOINTMENT of John W. Cronin as the assistant director of the Processing Department of the Library of Congress was announced on September 27 by the librarian, Archibald MacLeish. Mr. Cronin assumed his new duties on October 1.

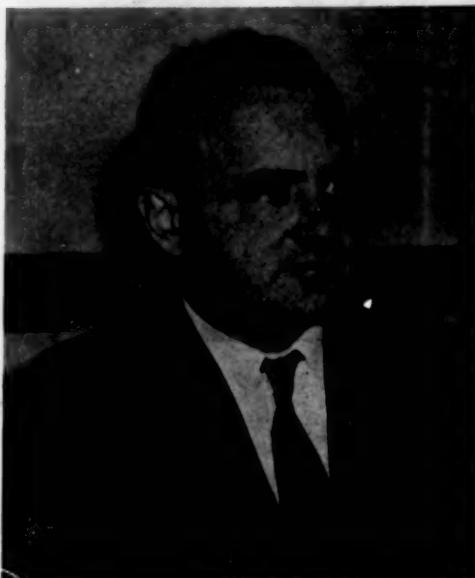
Mr. Cronin is a native of Lewiston, Me., with his A.B. degree from Bowdoin College in 1925 and the LL.B. degree from the Georgetown University Law School in 1929. He is a member of the Maine and District of Columbia bars.

Mr. Cronin joined the Library of Congress staff as an assistant in the Card Division, serving in this capacity from Sept. 25, 1925, to May 8, 1926, and then being reappointed in July 1928. He has served continuously on the library staff since the latter date. From Dec. 1, 1938, he served first as acting chief and later as chief of the Card Division until the time of his present appointment.

Through his close attention to the needs of the users of Library of Congress printed cards, Mr. Cronin has gained full understanding of the problems of developing catalogs in large scholarly libraries. His primary responsibilities in his new position will lie in the general direction of the production and flow of work within the Processing Department. His experience as chief of the Card Division has fitted him particularly well for such administrative responsibility. The direction of the work of that division has involved not only an understanding of the catalog card needs of a wide variety of libraries but administrative skill in the management of a staff of

150 people which, in the fiscal year 1944, did a business in card sales of \$349,000.

Mr. Cronin has made a notable contribution to the library profession as editor of the *Catalog of Books Represented by Library of Congress Printed Cards*, which is



JOHN W. CRONIN

being published currently in book form by Edwards Brothers of Ann Arbor, Mich., under the auspices of the Association of Research Libraries. He was also principally responsible for the preparation of the seventh edition of the *Handbook of Card Distribution*, 1944, and was co-compiler of the *Presidential Bibliographical Series*, volumes 2-7 (Riverford, 1935). He is a member of the American Library Association, the Catholic Library Association, the Bibliographical Society of America, the

American Bar Association, and the Federal Bar Association.

Nathaniel Stewart took office as chief of the Card Division in the Library of Con-



NATHANIEL STEWART

gress on Dec. 18, 1944, succeeding John W. Cronin.

Mr. Stewart has come to the Library of Congress from the position of chief of the Training and Publications Unit of the United States Office of Censorship. He joined the staff of the Washington headquarters of the Office of Censorship in December 1942 to develop and coordinate the training programs in the numerous and widely scattered field stations of the Office of Censorship. In this post it was his responsibility to work with some seven hundred supervisors, to select training officers and to prepare them, and to help the various field training officers arrange the necessary programs and put these into effect.

Previous to his service in the Office of Censorship in Washington, Mr. Stewart

served as assistant in several departments of the Library of the College of the City of New York, 1933-37; as an assistant in the Columbia University Libraries during the summer of 1937; and in the Joint University Libraries, Nashville, Tenn., 1937-38, while studying for his bachelor's degree in library science. From 1938 through July 1942 he was chief librarian and associate professor of library science in Dillard University. In August 1942 he acted briefly as consultant and examiner in the Press and Publications Section of the New Orleans station of the Office of Censorship, before being transferred to Washington.

Mr. Stewart holds a bachelor of science and master of science degree from the College of the City of New York and a bachelor of science degree in library science from George Peabody Library School. He is the author of a number of papers which have appeared in professional journals.

G. Donald Smith has been appointed director of libraries of the University of



G. DONALD SMITH

Vermont, replacing Helen Barnes Shattuck, who had been librarian since 1909.

Mr. Smith, who took over his new duties September 1, has had varied experience in the college and university library field. For three years, 1933-36, following his library training at the Columbia University School of Library Service, he was associate librarian at Colby College, where he actively participated in the reclassification of the book collections. For a year, 1936-37, he was on the staff of the University of Chicago Libraries as an assistant in the social sciences divisional library. He spent the next two years as a student at the Graduate Library School of the University of Chicago, holding fellowships from the American Library Association and the school, while working on his dissertation, an investigation of student reading. A portion of his findings was included in his master's thesis at the Graduate Library School. It is expected that the complete investigation will be presented in his doctoral dissertation.

As librarian and associate professor of library science at Mary Washington College, Fredericksburg, Va., 1939-40, Mr. Smith had his first experience as the chief officer of a college library. For a year, 1941-42, he was librarian at Herzl Junior College in Chicago. Until his appointment at Vermont he was assistant to the director of libraries at the University of Chicago Libraries. In this position he was able to assist the director in studying various problems, especially those relating to fines, library privileges, library bookkeeping, and departmental library organization.

On Nov. 27, 1944, David K. Berninghausen succeeded Clyde B. Cantrell as director of the library of Birmingham-Southern College. Mr. Berninghausen went to Birmingham-Southern from the

University of North Carolina at Chapel Hill, where he had been instructor in public speaking since July 1944.

His academic background includes a B.A. from Iowa State Teachers College in 1936,



DAVID K. BERNINGHAUSEN

a B.S. from the School of Library Service, Columbia University, in 1941, and an M.A. degree in English and philosophy from Drake University in 1943. During the spring quarter of 1944 he was in residence in the graduate school at the University of North Carolina, again studying in the two fields of English and philosophy.

From September 1941 to March 1944 Mr. Berninghausen served as circulation librarian of Iowa State Teachers College. As part of the college's radio education program he conducted a regular book review and participated frequently in radio dramatic broadcasts. Prior to his library training he taught in several high schools in the Middle West.

In November of 1944 the philosophy de-

partment of North Carolina granted him a Williams fellowship for further study toward his doctorate. However, the opportunity to gain experience at Birmingham-Southern in his chosen profession seemed to him the wiser.

Clyde H. Cantrell became director of libraries at the Alabama Polytechnic Insti-



CLYDE H. CANTRELL

tute, in Auburn, on November 27. After three years on the business staff of the Charlotte, N.C., *News*, he did his college study at the University of North Carolina (A.B., 1933; A.M., 1936; A.B.L.S., 1937; and graduate work, 1940-41) and West Virginia University (graduate work, 1941-42).

Mr. Cantrell's first experience in librarianship was as a student assistant at the University of North Carolina Library, 1930-33, and from 1933 to 1937 he was supervisor of the circulation department. At North Carolina State College he was periodicals and exchange librarian, 1937-39,

organizing and administering the periodical department, and circulation librarian, 1939-41.

Going to West Virginia University in August 1941, Mr. Cantrell was head of the circulation division, 1941-42, and assistant librarian, 1942-43. He established and standardized routines and regulations of the reserve and circulation departments, set up central location files to facilitate the location of information on books in the stacks, and improved the system of carrels and seminars for use of graduate students. Much of his time was spent with the catalog department in standardizing routines and in clearing and rearranging the stacks to make books and periodicals more readily available.

Since July 1943 Mr. Cantrell has been associate professor of Spanish and director of the library at Birmingham-Southern College. He has concentrated especially on modernizing library routines and in obtaining more favorable trade relations with publishers and dealers. In the basement of the library building the Cellar has been established for bringing people and books together. Fortnightly lectures or discussion hours are held, and students and faculty may purchase books or rent them in this room. Mr. Cantrell has set up favorable exchange relations with other libraries and has strengthened the reference collection. Much antiquated or superfluous material has been weeded from that section, and progress has been made in binding completed volumes of old periodicals.

At Auburn Mr. Cantrell will have under his direction the general library and six departmental libraries. A new research program has been inaugurated, and eleven research professors are to be appointed in the near future. Present plans call for a rapid expansion of library facilities to support this program.

## Retirement of Lucy M. Lewis

Lucy M. Lewis, librarian of Oregon State College and director of libraries of



the Oregon State System of Higher Education, retired Jan. 1, 1945, with the rank of director of libraries emeritus. Miss Lewis is a graduate of the University of Illinois and of the University of Illinois Library School. After five years as librarian of New Mexico Agricultural College, 1906-11, she came to Oregon State College as assistant librarian. She succeeded the late Mrs. Ida A. Kidder as librarian in 1920. The position of director of libraries was established in 1932 by the Oregon State Board of Higher Education and Miss Lewis was appointed. The development of this unified control of libraries was an experiment watched with interest by the library profession and by educational administrators.

### LUCY M. LEWIS

## Bourne Smith

Bourne Smith, head cataloger at Antioch College, Yellow Springs, Ohio, died at Dayton, Ohio, on October 17. He was a graduate of the University of Washington, Seattle, where his father, Charles W. Smith, is librarian. In 1942 he completed the first year of library school instruction in the school of librarianship at the University of California. He assumed his position at Antioch in the summer of that year, and for the present academic year he had been awarded a scholarship at the University of Illinois Library School. He was preparing to move to Urbana for this additional study when stricken with illness.

Mr. Smith had taken a keen interest in professional library matters. He was a member of the American Library Association, the Ohio Library Association, and the Bibliographical Society of America. He was also a member of Phi Beta Kappa. He was the author of an article "The Chess Collection Re-Examined" published in the *Library Journal* last April 15. His brief career indicated promise and ability of the kind the library profession can ill afford to lose. A memorial book fund is being established at Antioch in his honor.

WILLIAM H. CARLSON

All arrangements were made for the American library representative, Carl M. White, to sail to China on December 9 in accordance with plans announced in the December issue of *College and Research Libraries*, but these arrangements had to be canceled shortly before he expected to sail because of military developments in China. While the military situation has taken a better turn, it was decided in mid-January to postpone the trip until conditions are more favorable.

**The Cooperative General Committee on Planning of New University and College Libraries**, made up of representatives of eleven educational institutions which are planning to spend more than twenty-five million dollars for library buildings after the war, met at Princeton University on December 15 and 16. Among the committee's objectives are: (1) the exploration of the present state of planning of the various library buildings and an exchange of information, ideas, and experiences; (2) a coordination of approach to the fundamentals of library planning; (3) the initiation of studies and investigations of such matters as the adaptability of the new types and materials of construction to library buildings, lighting, air-conditioning, and scientific aids to learning; and (4) the dissemination of the information, ideas, and experience it accumulates not only among its own group but to any institution planning library facilities. Represented on the committee are the libraries of Massachusetts Institute of Technology, Rutgers, Iowa, Washington State, Maine, North Carolina, Duke, Missouri, Pennsylvania, Michigan, and Princeton. Other meetings will be held early in 1945. Julian Boyd, librarian of Princeton University, is chairman of the committee.

## News from

The third number of the *News Sheet* of the Engineering School Libraries Section of A.C.R.L. appeared in November. Ira A. Tumbleson, librarian of the Newark College of Engineering, Newark, N.J., is its editor.

**The Library of Congress** is preparing a complete catalog of the Jefferson library, including not only the books which survive in the Jefferson Collection but also those once a part of his collection. Information relative to Jefferson books should be sent to Millicent Sowerby, editor, Jefferson Library Catalog Project, Library of Congress, Washington 25, D.C. The usual mark of ownership was a barely noticeable initial "T" which Jefferson wrote on the lower margin of the page in front of the signature "I" and a "J" which he inserted immediately to the right of the signature "T."

Some of the choicest literary treasures of China which have come to this country for safekeeping have been on exhibit in the rare book room of the Library of Congress. Among them is the oldest printed book in China, a literary anthology for which the blocks were carved about 950 A.D. The Chinese government has granted the Library of Congress permission to make microfilm copies of these rarities. Copies of the film may be acquired by other libraries from the Library of Congress.

The Library of Congress has received from the Rockefeller Foundation a grant of \$47,800, available through Dec. 31, 1946, to enable the library to prepare a record of its holdings of Slavic materials. The Slavic collection in the Library of

# the Field

Congress is one of the largest of its kind in the world. The preparation of this catalog is another step toward the establishment of a Slavic center in the Library of Congress.

The Hungarian Reference Library has been placed in the custody of the Columbia University Libraries by the Alien Property Custodian. The collection includes over six thousand books, both Hungarian and English, ten thousand magazine articles and clippings, and more than one hundred boxes of pamphlets. There are more than two hundred rare books in the collection. The works of Louis Kossuth are an important part of the library.

Columbia University has acquired by gift part of the classics library of approximately five thousand volumes of the late Dr. Gonzalez Lodge, professor of Latin and Greek at Teachers College, Columbia University. Over one hundred incunabula are included in the collection, which contains examples of the work of famous printers not only of the 15th century but also of the 16th and later. Latin and Greek writers are about equally represented. The remainder of this collection, about 2,500 volumes, has been presented to the library of Franklin and Marshall College. This collection, dating chiefly since 1800, contains modern editions of the classics, dissertations, and other books assembled mainly as a working library for the use of professors of Latin and Greek.

The Melvil Dewey papers, presented to Columbia University by the Lake Placid Club, are in process of being sorted and arranged. These papers contain interesting historical materials on the development of libraries in the United States.

Swarthmore College Library, Charles B. Shaw, librarian, has received during the past year as gifts two special collections. From John Edwin Wells came his Wordsworth collection of about 410 pieces and his 185 Thomson items. Both lots have been described as outstanding and unique.

*South* Mrs. E. R. Alexander of New York City has established a special fund in the Fisk University library in honor of her husband, a graduate of Fisk. The fund will provide for the purchase by the library of rare volumes demonstrating the Negro's contribution to scholarship and culture. The first volume purchased was *Les Cenelles* by Armand Lanusse, the first anthology of poetry by colored Americans, published in New Orleans in 1845. Arna Bontemps is the librarian at Fisk.

The library of the College of William and Mary has received as a gift from the Garden Club of Virginia \$1200 to be used for the purchase of classics in the field of gardening and botany.

The library of Texas Christian University, Mary C. Burnett, librarian, has received from Mrs. G. H. Wooten, of Austin, Tex., the 2700 volume library of the late Dr. Goodall H. Wooten. The collection, which is made up largely of de luxe limited editions in American, English, and French literature, and history, has been established in a room especially furnished for it.

*Middle West* The collection of East Asiatic books gathered from 1908 to 1912 for the Newberry Library by Berthold Laufer, noted Orientalist, has been purchased by the University of Chicago for the Oriental Institute. The acquisition, supplementing the library's already extensive holdings, will place this among the leading

libraries in the country for resources in Far Eastern studies. In acquiring this excellent collection, Dr. Laufer's purpose was "to secure a truly representative collection of the Chinese, Manchu, Tibetan, and Mongol literatures" including "the majority of the important works" in the fields of religion, philosophy, literature, art, and history, so that with them "the student would be able to carry on serious and profound research work."

The library of the late Demetrio Minotto, consisting of about 1200 volumes, has been given to the University of Chicago Library. The collection constituted the working library of the count, who was editing a chronicle of the Minotto family, patricians of Venice who through several centuries were statesmen, colonial administrators, generals, and admirals in the service of the Venetian state.

The manuscripts collection of the University of Chicago Library was surveyed during the past year by Paul M. Angle, librarian of the Illinois State Historical Society. The mimeographed report of the survey consisted of three principal parts: a description and evaluation of the manuscript collection now in the library, recommendations concerning care, arrangement, and cataloging of the present collection, and recommendations relative to the policy to be followed by the university in the collection of manuscripts.

The Illinois Central Railroad has deposited at the Newberry Library, Chicago, its official records from 1851, the date of its charter, to 1906, which marks the close of the presidency of Stuyvesant Fish. The records are unusually complete, containing a set of presidential letters unbroken except for a five months' period.

The Newberry Library, Stanley Parcellis, librarian, has announced the award of seven Newberry Fellowships in Mid-

western Studies. These scholarships were made possible by a grant from the Rockefeller Foundation to the Newberry Library.

The Northwestern University library, Jens Nyholm, librarian, has received as a gift the 1500 volume library of Mrs. George A. Carpenter, of Chicago. The collection contains a considerable number of early English and American imprints.

Among the recent acquisitions of the Northwestern University library was a collection of 2800 English and American plays written around the turn of the century by minor writers, and intended primarily for amateur and little theatre presentations.

The Twin City Library Council has set up a committee under the chairmanship of Donald E. Strout, assistant professor of the Division of Library Instruction, University of Minnesota, to investigate the procedures of recruitment in the Twin Cities area with a view to outlining a program designed to attract promising high school and college students to professional librarianship.

The 6000 volume economics library of the late Professor Weston, of the University of Illinois, has been presented to the University of Illinois Library by his daughter, Dr. Janet Weston, an associate in economics.

The attractive and informative mimeographed *Staff Bulletin* published by the University of Illinois Library is now in its second volume. Its editors are Eva Faye Benton and Evelyn Rogier.

*Dr. Hutton Webster* has presented to the Stanford University Library his extensive library relating to folklore, witchcraft, demonology, and comparative religion. It consists of 1354 volumes and will be known as the Hutton Webster Folklore Collection.

The University of California Library,

Berkeley, has acquired the library of A. A. Boehlingk, a Russian-born chemist. The collection, which consists principally of Russian material in the field of petroleum technology and general technological chemistry, includes a set of the original specifications of Russian patents from 1875-95, a complete set of abridgements of Soviet patents from 1924-41, and about 5000 original Soviet patent specifications covering the period 1935 to date.

The Library Association of Portland, which has one of the finest book collections on roses in existence, has received an anonymous gift of \$500 for garden books. Nell A. Unger is librarian.

Pearl G. Carlson  
*Personnel* was appointed librarian  
of Southwestern College, Winfield, Kan., on January 1.

C. Edward Graves, librarian of Humboldt State College, Arcata, Calif., since 1924, will retire on April 1, 1945. He will be succeeded as librarian by Mrs. Helen A. Everett, assistant librarian since 1939.

Lewis C. Branscomb, formerly librarian of the University of South Carolina, became assistant university librarian, University of Illinois, on Dec. 1, 1944.

John Van Male, librarian of Madison College, Harrisonburg, Va., will become librarian of the University of South Carolina in March 1945.

Mildred Hogan, formerly research librarian of the Louisiana State Department of Education, has been appointed assistant to the director of libraries, Louisiana State University.

Donald T. Clark, assistant librarian of the Baker Library at the Harvard Graduate School of Business Administration, has returned to his regular duties after about two years of teaching in schools connected with the Army Air Force.

Earl G. Swem, librarian of the College of William and Mary for twenty-four years, retired on June 30, 1944. Since his retirement, Margaret Galphin has been acting librarian.

Arthur M. Sampley, professor of English, has been appointed librarian of the North Texas State Teachers College, Denton.

Virginia Engle has been made state librarian of Kentucky. Until the time of her appointment she was head of the department of library science at Berea College, Ky.

Elizabeth Gilbert, formerly supervisor of circulation, Berea College Library, has been made librarian.

The new librarian of Georgetown College, Ky., is Virginia Covington.

Robert R. Douglass is now acting director of the library school of the George Peabody College for Teachers, Nashville, Tenn.

Dumas Malone has been appointed honorary consultant in biography in the Alderman Library of the University of Virginia. The university has received a grant from the Rockefeller Foundation which will enable Dr. Malone to devote his time to continuing his biography of Thomas Jefferson.

Lola Rivers Thompson is now librarian of the John Tarleton College, Stephenville, Tex. She had been assistant director of the library school of Our Lady of the Lake College, San Antonio.

Professor A. L. Robinson, of the Department of Chemistry of the University of Pittsburgh, has been acting librarian since April 1, 1944. Lorene Garloch is assistant librarian.

Robert Vail was appointed director of the New York Historical Society library during the past year.

# The Promise of Microprint

A Symposium Based on *The Scholar and the Future of the Research Library*

Appraisal: Keyes D. Metcalf

WHETHER OR NOT micro-cards ever come into use in the form proposed, Fremont Rider's *The Scholar and the Future of the Research Library* may well prove to be one of the most important books dealing with libraries in this generation. This volume should be made required reading for library school students, and librarians of all ranks who do not read it carefully and try to think through the problems it discusses will deprive themselves of stimulation that they can ill afford to be without. It is probably the most dramatic book in library professional literature and is so full of meat that a review article the length of this one could profitably be written on any one of its seventeen provocative chapters. This statement cannot attempt to cover more than a small percentage of the points that are worthy of comment, and those chosen are the ones where criticism rather than praise seems justified. It would have been easier and pleasanter for the reviewer to use all his space for a discussion of subjects where he had nothing but commendation to offer. He feels, however, that the points which he has selected are vital and should be aired.

Mention should be made at this point of Mr. Rider's earlier articles, which are listed in a note in the preface of his book and which deal with library costs, cataloging, cooperation, and growth. They also should become required library school reading. No other writings in this field are more thought provoking or deal with more basic library questions.

The first chapter, that on the "Growth of American Research Libraries," is of special interest to this reviewer. Here is a problem that affects, and in many ways forms the basis for, other serious library problems, and yet it is one that has never, up to this time,

been presented more than superficially except in Mr. Rider's papers. Librarians have refused to face the facts of growth. They have optimistically believed that the geometric progression of the past would not continue. Mr. Rider, through the articles just mentioned and now in the first chapter of this book, has converted many librarians to the thesis that since libraries have been doubling every sixteen years for the past three centuries, there is reason to believe they will continue to do so. The reviewer takes the stand, however, that the turn of the road was reached even before the great depression of the 1930's; that the second World War has made the turn an abnormally sharp one; and that the future growth of our larger libraries, taken as a group, will be more by arithmetical progression than by geometrical. If Mr. Rider had checked the reports of the New York Public Library and of the Harvard and Yale college libraries, the only large libraries in the United States that could be considered to have reached even adolescence, to say nothing of maturity, thirty-two years ago (the Library of Congress, while over a hundred years old, was then still in its infancy as a great national library), he would have found that they have failed to quadruple since that time and that their rate of growth on the percentage basis has been steadily decreasing. If he had checked the "Gerould statistics" for the libraries that had passed the five hundred thousand-volume mark sixteen years ago, he might have modified his figures, because he would have seen that, as libraries of any type grow larger, they tend to grow less rapidly. If he had considered the great libraries of England and France, which are old enough to form a sound basis for study, as American libraries are not, or if he had studied the United States Census

reports from 1790 to date, it might have put a different face on his fears.

In connection with the growth question, it seems proper to suggest that it is only when a library reaches the five hundred thousand-volume mark that the problem of storage space for books necessarily becomes of first importance. This is said with no desire to minimize the complications now facing many of the smaller libraries. If it is realized that in 1941 a book stack with shelving adequate for 1,100,000 average-sized books could be built for \$175,000—this at a time when a New England college library with half a million volumes, which could have been housed on the above basis for less than \$100,000, occupied a building costing well over \$1,000,000—it will be seen that the cost of book storage in a middle-sized library is not as large a factor as some other space problems. It is only fair to remind the reader at this point that Mr. Rider very wisely emphasizes the fact that the cost of book storage is but one of the four expenses he discusses that result from growth.

If the reviewer is correct in his belief that libraries will not continue to grow geometrically as in the past and if cooperative warehouses and the other economies which Mr. Rider discusses with great perspicacity (but all too briefly and with, perhaps, too little emphasis) are used, the situation is not so desperate that precipitate action is indicated. Certainly the cautious librarian will hesitate to jump out of his present frying pan of possible geometrical growth until he knows more about the temperature in the proposed micro-card library.

Mr. Rider, as a frontispiece to his volume, shows a hundred pages on the back of a standard-size catalog card. He states that this, being a reproduction of a reproduction, is not readable, but gives the impression in chapter 2 of the second part of his book that printing by the Boni method makes legible results possible. They certainly are possible by straight photographic reproduction on smooth sensitized paper, but as the limit of reduction, up to the present, by the Boni method of offset printing is ten or twelve diameters, and the micro-card plan calls for a greater reduction, it seems doubtful if the technical problems are as yet solved even to the extent of printing a hundred pages on the

back of a card, to say nothing of two hundred and fifty or more. This conclusion is reached because the Readex microprint project has run into many difficulties when it has attempted to put two or three pages on one square inch of space instead of the seven pages used on the sample in the volume, to say nothing of the eighteen that the author indicates he is looking forward to. Has Mr. Rider given sufficient weight to the efforts of Mr. Boni to solve the simpler problem satisfactorily? The desirability of greatly reduced printing on paper was presented to the Eastman company before microfilm came into use in libraries. The technical problems involved were studied by that company and, according to the best authorities, they are not yet completely solved. Until they are solved or are much further on their way to solution than they now seem to be, libraries cannot be expected to make the investment that will be necessary to put Mr. Rider's plan into action. This does not mean that the time is not ripe for consideration of the micro-card proposal; if we can decide now where we want to go, and prepare minimum standards, we shall be ready to make the most of technical advances as soon as we get them.

#### *Administration and Costs*

Leaving technical problems out of consideration, has Mr. Rider given adequate weight to the administrative problems and the costs involved in his plan when he suggests five cents apiece as the selling price of micro-cards? He very properly omits copyrighted books because of legal complications. His case for other American books for which Library of Congress cards are available, and for which the cataloging savings would thus be reduced, is not strong enough to make them the most satisfactory point of departure for his project. One natural place to begin seems to be with noncopyright books that are not represented in the Library of Congress catalog. But how can a library that is prepared to take its share of the burden of the new plan acquire the necessary three copies of this type of book before it begins work? If they are acquired, what are the handling charges going to be? Publishers have always found, much to their regret and to that of librarians, that the smaller the production cost of their wares, the larger the percentage

of overhead. Will micro-card publishing librarians not find that the overhead proves to be very much larger than anticipated, since so much of the work will have to be done by hand instead of by the automatic cameras now used to copy catalog cards onto micro-film?

A few comments should be made on the chapters dealing with cataloging problems, more to indicate debatable points than to argue against the author's basic theory and incidentally to show the many-sided interests of this remarkable book. Subject cards are praised and their multiplication highly recommended. The reviewer has never been as enthusiastic a supporter of subject cards for research material as many of his colleagues have been, although he is aware that they have come to stay and have their uses. The assignment of subject headings has always seemed to him far from being an exact science, and he is troubled by their tendency to become unsatisfactory as they grow older and the catalog becomes larger and more complex. They are expensive to assign, and there is considerable question as to the extent of their value in a research library. The reviewer has found more and more evidence at the New York Public Library and at Harvard that it is the undergraduate student or the novice who makes the greatest use of the subject catalog, while graduate students and advanced research workers are inclined to ignore it, at least when it comes to the types of books for which Mr. Rider advocates micro-cards.

#### *Growth of Catalogs*

It also seems not improper to mention the deep impression made by Mr. Rider's earlier articles on the tendency of card catalogs to fall by their own weight and to become larger and more complicated as the years go by. One is tempted to state that this project, particularly the subject-card part of it, seems to be piling Pelion on Ossa as far as complications in the catalog are concerned. At this point it seems worth while to comment again on Mr. Rider's theory of growth in libraries and catalogs. He tells us at the top of page 12 that the Yale library in the year 2040, if the present rate of growth continues, will have approximately 200,000,000 volumes, which will occupy over six thousand miles of

shelving. He goes on to say that this will require a card catalog of nearly three-quarters of a million drawers, which will occupy not less than eight acres of floor space. New material, he says, will be coming in at the rate of twelve million volumes a year, and the cataloging of this new material will require a cataloging staff of over six thousand persons. Mr. Rider believes that if his proposal goes into effect, the Yale library in 2040, instead of having two hundred million volumes, will have a very much smaller number of volumes of the present type and a micro-card library of much greater numbers. At present, Yale has less than one-tenth of the books now in existence, and it will want to have a complete author, title, and subject record of all books. Mr. Rider suggested that its micro-card catalog will add analytical cards of various kinds, including author and subject entries for most periodical articles and parts of many books, and so, instead of being ten times the size of the card catalog that would have prevailed under the old order, it might easily be forty times as large. It would then have thirty million drawers of cards which would occupy three hundred and twenty acres of floor space, or just half a square mile. If they are all stored on one level, the catalog would occupy a building some fifteen times the size of the Harvard Yard (unfortunately the Harvard library appears not to have a record of the size of the Yale campus), and Yale, instead of having a cataloging staff of over six thousand persons, would have a filing staff of somewhat similar size. This would certainly be cheaper, but it does not demonstrate that micro-cards would settle the problem of library growth for even one century.

One more point that cannot be ignored and that rightly or wrongly is of importance. Mr. Rider emphasizes the fact that librarians should provide their research workers with the materials that they want, and he thinks that a special collection in California does not satisfy the scholar in New York. All too true, but unfortunately it has become apparent to many librarians that micro-reproductions do not satisfy the research worker and that many, or perhaps most of them, prefer to wait for an opportunity to go to California to see the originals, or at least wait until the desired volumes can be brought

to New York by interlibrary loan, rather than to read them in micro-reproductions of any kind. That may be an unreasonable attitude, and it is to be hoped that time and improved apparatus will alter it, but it is well to remember that there are some things that a photographic reproduction fails to tell the scholar which he can learn from the original. While it is not particularly pertinent to this review, the opportunity is taken to suggest that the library and bibliographical world is still waiting for a definitive statement of what micro-reproduction cannot do. Naturally, with a new tool emphasis has been given to what it can do, and indeed in some ways the over-enthusiastic promoters of microphotography may have been its worst enemies by convincing the uninformed that it will solve all library problems.

#### *A Look Ahead*

The editor has suggested that this article try to look ahead. The reviewer is no prophet, and has no desire to be one, but he agrees with Mr. Rider that libraries with books in their present form will go on, micro-cards or no micro-cards. Microphotography has undoubtedly found its place for newspapers and interlibrary loans. It will be used in some form to reproduce rare books that cannot be acquired in any other way. It is a matter of tremendous importance, whether we like it or not, but it is not the only answer to space and financial problems of libraries. The librarians of even the largest institutions are gradually realizing that no one library can own copies of all printed materials either in the original or in photographic reproduction. This means that there is need for more emphasis on bibliographical tools and apparatus, so that references can be found to what a library does not possess and arrangements can be made to borrow it in some form, or perhaps later on to use it with the aid of television. The large libraries should continue to do what they can to acquire good working and reference collections in all fields which they expect to cover, but when it comes to research collections, there should be a division of fields. There should be, as far as possible, at least one copy of every printed work conceivably of interest to the research worker somewhere in this country, and it should be comparatively

easy for the scholar to find that copy and in many cases to borrow it or acquire a reproduction of it.

The reviewer would like to go on another step and be recorded as approving of micro-reproduction in some form and in ever-increasing quantities. He thinks those reproductions should be in sheets (flat form) rather than in rolls, as that shape is better adapted to research workers and library convenience and practice. He believes that the advantage of offset printing over photographic printing in the case of any but the smallest editions, and of paper over film, are so great that microprints will be the winner in the race in spite of the disinclination of the great photographic supply manufacturers to push them and in spite of the technical problems involved, which will always make possible larger reductions with film than with paper. He is not yet ready to cast his vote for either Mr. Boni's readex plan or Mr. Rider's micro-cards but he believes that, whichever or whatever form is decided upon, the material selected for reproduction should be, in most cases, a collection of one kind or another and as complete as possible a representation of titles in some standard bibliography or index, so that the cataloging and recording problem will be reduced to a minimum. As an example of this principle, Mr. Power's microfilm project of British books published before 1550 may be noted or Professor Erickson's British Sessional Papers.

If the reviewer seems to be very critical, he wants to reiterate his conviction that Mr. Rider's book is an important one. It is important because of its exposition and summing up of problems that come from the tendency of libraries to grow geometrically and absorb a larger and larger sum of money to keep them going. It is important because of its stimulation and its new point of view and because for the first time it puts down in black and white a proposal that sooner or later in some form or other will bring another advance in man's methods of communicating knowledge. Speech, drawing, the alphabet, the invention of paper, the form of the book, printing, the composing machine, and photography, are some of the more noteworthy steps. Microprints and micro-cards fall in the last of these, or more accurately

in the combination of the last three, and ultimately may be one of the more important phases of these steps.

It would have been possible and pleasanter for the reviewer to have used his space in commenting on the many parts of the book where he agrees heartily with the author, and he has failed to do so simply because he felt the necessity of urging caution on the points that have been discussed. The book is so well done that many of its readers will naturally be carried away by enthusiasm for it.

There is great danger of our civilization falling under its own weight. Libraries and

librarians have at least part of the responsibility in keeping as simple as possible the records of that civilization, so as to postpone its fall. Mr. Rider's book is a brave attempt to help. It is certainly a landmark in the struggle, because of the way it puts very clearly before us many of the more difficult library problems. It proposes one way out. In the reviewer's opinion, however, it goes too far and too fast, even if it is in the right general direction. It should not and cannot be ignored. It is strongly recommended that you read Mr. Rider's book and read every word of it with care.—*Keyes D. Metcalf, director of libraries, Harvard University.*

## Brief Comments: Eight Librarians

Fremont Rider has given yeoman service to the library profession in preparing *The Scholar and the Future of the Research Library*, because of the dramatic attention he has focused upon the four great problems of research libraries: (a) The cost of original acquisitions and publications of scholarly and research publications are based upon methods and techniques that are primarily designed for much more extensive dissemination of the original than is usually required, hence the prices of original publications are almost certainly higher than their use and distribution warrant. (b) The growing physical bulk of research libraries is of such proportions that a positive way of limiting it must eventually be found. (c) The growing complexity in the organization and the tools of large libraries is such as to make library use increasingly difficult, even by patrons well informed on library procedures. (d) The preparation costs, including classification, cataloging, and related steps, are requiring a constantly increasing proportion of available library funds.

Mr. Rider discusses either directly or by implication all of these problems, and his argument is convincing that half measures in connection with them will not suffice. He makes it clear that major and radical steps must be taken toward finding a solution. The micro-card system, which he has outlined in considerable detail as offering a potential answer to part or all of the problems, merits serious consideration, despite Mr. Rider's

tendency to minimize some of the technical problems.

Whether the micro-card proposal as it is now outlined in Mr. Rider's book is feasible or not is at this time a question of no very great importance. Mr. Rider's contribution is that of making a serious suggestion unfettered by tradition or precedent and of such a nature as to attack several of the major troubles of research libraries simultaneously. It is reasonably obvious that new and alternative proposals along these lines, together with the resulting defenses of present procedures, can only be of benefit to libraries in promoting a solution.

One should carefully note the limitations that are implicit or disclosed in the micro-card program, for it is not a cure-all. The conception of photographic reproductions on flat surfaces is not novel. There are obvious benefits in reproducing certain types of material in this way, when satisfactory technical procedures can be evolved. There are also many objections, especially for certain kinds of originals. Nor, as Mr. Rider makes clear, is the reproductive technique or form alone sufficient to meet our situation. Much more is required, but Mr. Rider has gone a long way in presenting the problems and an approach toward their solution that may well affect the "future of the research library," not to mention the scholar.—*Herman Fussler, librarian, Metallurgical Library, University of Chicago.*

Mr. Rider has thought out a solution to a set of problems which have long confronted librarians. A careful reading of his book will show, too, that he has answered most of the objections that might be brought against his proposal. Speaking only from the technical point of view, I would say the micro-card has great possibilities as a blessing to librarians and scholars. I would like to see it taken seriously enough to have it tried.

There is, however, going to be one obstacle to the adoption of micro-cards which must be faced. There is, as every librarian who works with microfilm knows, a psychological barrier between the scholar and the reading machine. It is not only the form which microfilm has taken that has prevented its full usefulness in libraries. There is still great reluctance on the part of librarians and readers even to consider the merits of microfilm. It is not facing facts to say, as Mr. Rider does, "There is no particular point in suggesting that one is afraid that the patrons of one's library wouldn't like micro-texts of government documents." (p. 223) There is a point. The existence of such a feeling should be recognized and steps taken to combat it. Microfilm in any form it may take is even more in need of propaganda than of technical improvements.

The technical problems moreover are being worked on and, however improbable of solution they may seem, one hesitates to say they will not be solved. I would, therefore, not say that any number of pages, five hundred or more, may not one day be put on a three by five card. But if we are going to have reading machines as Mr. Rider says "everywhere," they will have to be simple and inexpensive. In that case there will have to be a definite area magnified by them at one time. The space occupied by a page will have to be fixed.

We cannot ask a manufacturer to design a single reading machine which will enable us to read from one to five hundred pages of print on a three by five space. We will have to decide how many we want as a maximum. If we decide on five hundred, a twenty-page pamphlet would occupy the space that would be taken up by the first twenty pages of a five-hundred-page volume. Then if we also want to put single maps and pictures on micro-cards, we can say that too

and have a second reading machine just for that. It is all very well to say that a large university will have hundreds of reading machines of various types. But a scholar will not be likely to be easily persuaded to have more than one, or at most two. Therefore, I believe there will necessarily be some standardization.

There is, of course, one way to settle all the questions raised by Mr. Rider's book. If the general principles of his proposal are sound, let us set up a library micro-card committee and work out enough of the details to make a start. If micro-cards are the solution to the problem, why not try them now?—*Mary Angela Bennett, supervisor, Binding and Photography Departments, Columbia University Libraries.*

Mr. Rider has not risked his prophet's license. Microprint will play a big role in library holdings. There seemed to many of us a real but undecipherable potential in the microprinting of the British Sessional Papers and the Church Catalogue. Mr. Rider projects probably the full usefulness of microprint, certainly he sets forth most of the best uses. These are as correctly magnified for librarians by his book as a micro-card is magnified for a scholar by its reading machine. In it he describes, as a skilled counsel for the defense would plead, the benefits of micro-card publication with imagination, rhetoric, and terminology of great clarity, aimed at trustees, university administrators, and library committees, as well as at librarians.

But so persuasive a book is bound to have overenthusiastic disciples, due to no fault of Mr. Rider. He himself urges microprint mainly for rarely-used books and periodicals, theses, manuscripts, maps, ephemera, etc., and for the large research library. He could have added (but does not) sheet music as a custodial and service problem which microprint may solve and could have stressed the cramped special libraries in New York which it will serve as a space-saver as helpfully as any large libraries. But the layman with Mr. Rider's book may well misunderstand his delimitations and draw implications unwarranted by the present state of microprint art. There are problems of microprint technology, in production and in service, not yet worked out. This is no reason for not experimenting at

once on a pilot plant basis and Mr. Rider so advocates. There are reasons, however, for being cautious, maintaining the rate of growth of our collection, buying a scholarly set if we can. We had, also, better not surrender any space. Trustees should not stop a library building program on microprint's account. Most buildings are inadequate now in reader space, and microprint may require greater and less flexible use of floor space for its service.

The tone of vigorous argument in Mr. Rider's book may well egg the layman on, into pushing microprint too fast for its own final best use, by giving the impression that librarians unreasonably resist technologic change. To the contrary, the adoption of technologic change to meet recurrent crises caused by rapid growth is an old story in our library history. Card catalogs which allowed constant intercalating were accepted because they gave a control over rapidly growing collections which the formerly used book catalog did not. Rapid growth, with demand for reader access and the possibility of classified arrangement of books, also caused installation of flexible shelving, another technologic change. Microprint will not affect library methods as universally as these, which are in effect in the smallest libraries. We owe Mr. Rider the justice of not considering his proposals unduly revolutionary. For most of us the receipt of microprint publications on cards will be much like the present receipt of *Engineering Index* entries on cards. The micro-card will bring changes, but those comparable in the library of a university to that caused by a new department, e.g., a geography department with a library increase in map holdings. Most scholarly libraries have withstood more than one such expansion. For the score or so libraries which Mr. Rider would have publish micro-cards, the effect will not greatly differ from adding photo- or phonoduplication laboratories, which they have already survived.

We thank Mr. Rider, Mr. Boni, and the microprint pioneers for help with print. Now, who has an idea on storage and service for pictures, moving and still, and for sound recordings?—John H. Moriarty, director of libraries, Purdue University.

I have just finished reading Mr. Fremont Rider's most intriguing book, *The Scholar and*

*the Future of the Research Library*. His ideas are most provocative and would seem to be most important. But it is apparent that Mr. Rider is ridden with a disastrous fear—the fear of expense. It seems to haunt his book and is summed up in his statement that not only the purchase price but also the cataloging, binding, and storage costs of research material must be not just cheap but "amazingly cheap."

This fear of expense, this passion for cheapness, seems to me to weaken his whole idea on three counts. In the first place, he insists that subject headings must be standardized and be printed on the micro-cards by the issuing library—to make the cataloging cheaper. In the second place, he states that modern copyrighted books will not be micro-carded because it will not be possible to pay the publisher of the book enough to get permission for such reproduction. Finally, he wants what he calls "global" sales of micro-cards and would make it impossible for libraries to buy cards for single books in fields other than those for which they subscribe—again because it would cost more money to sell them in this way.

Yet Mr. Rider also complains that librarians are not sufficiently forward-looking and enterprising. He writes that "the largest union cataloging project ever attempted, the largest bibliographical project ever carried on, the largest printed catalog ever completed, the most searching criticism of cataloging methods of recent years, were each and every one of them directed not by a professionally trained cataloger but by someone drawn from an alien field." I cannot escape the feeling that there is a contradiction here. Three of the four items that Mr. Rider lists are projects that must have cost a great deal of money—yet Mr. Rider insists that his own project must be carried through and result in "amazing cheapness." Can we have both? Can we have big, expansive ideas and a penny-pinching attitude at one and the same time? Or is the fear of spending one cause of the librarian's failure to promote the more important library projects?

Is not this demand for cheapness the result of an ultraconservative outlook on Mr. Rider's part? That I am not jumping at conclusions would seem to be evidenced by the approval which he expresses in his book of

what he terms the librarian's natural, and proper, conservatism. At a time when great plans are being laid for a better and more expansive life after this war, Mr. Rider demands that what would be a revolution in the library world be carried out cheaply. Why? Have librarians lost their belief in the importance of the role the library plays in modern life?—and are they unable or unwilling to fight for the money necessary to enable it to play that role?

I am perhaps unfair to Mr. Rider in thus singling him out, for "cutting costs" seems to have become the main theme of library literature in the last few years. Are our cataloging costs really "swollen" or are librarians afraid to stand up and fight for the money necessary to make their catalogs what they should be—the finest bibliographical tool in their library? It is just because Mr. Rider's project is so full of possibilities that I would raise my voice against an attitude that might weaken or even wreck it. Why shouldn't publishers be paid a sufficient amount to make it worth their while to grant libraries the right to reproduce books on micro-cards? And why shouldn't the library have enough help to subject-head its own cards? We can and should have an economy of abundance after this war, and librarians should be leading the way, should be insisting that the full possibilities inherent in our modern civilization be developed.

Perhaps what our librarians need most is to get away from their professional tasks long enough to read some of the books in their own libraries, books on this changing world. They would do well to note that not one but both major parties in the election campaign just concluded called for faith in this country's future, for expansion, for jobs for all. Many of us believe that this can be our future and I for one should hate to see the library profession standing with its back toward the future crying aloud in the wilderness that "it must be cheap."

Perhaps we need a library manifesto to free us from our conservative chains, to rally us with the cry, "Librarians of the World, Grow!" The world must be a bigger and better place and librarians must take a bigger and better place in it. Until we look at this changing world with our eyes open, and approach our profession like men, not mice,

we shall remain a professional group working for a clerk's salary, a group that stagnates while the world expands. If we can open our eyes, if we can have the faith and courage to call for the funds necessary to carry on our profession properly, then we may see ideas like Mr. Rider's reach their full development, and librarians, not outsiders, leading great library projects.—*John B. Montignani, assistant librarian, Metropolitan Museum of Art, New York City.*

Mr. Rider's book gives to the library profession a masterly statement of the principal long-range problem, namely growth, confronting research libraries. It gives, too, an admirably conceived, lucid presentation of his solution, which lies, as we all know, in the use of the micro-card. Since we have learned something of the astonishingly large amount of printing or writing that can be reproduced through this medium, it is difficult, to put it mildly, in the absence of some still more efficient space-saving device, not to embrace micro-cards as the panacea for libraries' "growing pains." Furthermore, since Mr. Rider succeeds nobly in answering what appear to be the major questions and objections to his proposal, it does seem that he is entirely justified in calling for trial action (doubtless he would take issue with the use of the word "trial") along the lines he has laid out. In this connection it is to be hoped that if his plan for micro-card publishing offers the best method for manufacture and distribution, the acknowledged difficulties facing any division-of-fields scheme can be overcome and adequate, satisfactory cooperation among sponsoring libraries thereby affected.

While probably not of outstanding importance, it would be interesting to be able to determine with some accuracy the rate at which the size of our present libraries would tend, after introduction of micro-cards, to become stabilized or "fixed." In attempting to determine the effect of the cards on future library economy, we might ask, When will the rate at which material is published on micro-cards permit a library to withdraw (and, incidentally, this process involves a cost to be accounted for) enough books from its shelves to balance the amount of material which is newly published in conventional book form and must be added? It would be helpful

indeed to be able to tell whether this date would come soon enough to save us from being engulfed by the overwhelming output of new materials.

Micro-cards and the proposed extensive analytical cataloging and abstracting of the books they contain would render great service to the reader by bringing an increasing amount of material together and by predigesting at least some of it for him. Obviously micro-cards would render tremendous service too in enabling him to develop in a location convenient for him a collection of many standard reference tools and important source materials, if available on micro-cards. And as time went on more and more of this material, including theses, documents, maps, manuscripts, and newspapers, would be available in this form, a development of inestimable value to research. However, for material not on micro-cards the reader, of course, would still have to turn to the separate conventional card catalog, to the collection in book form, and to other sources.

The probable rapid growth of the micro-card catalog might bring problems for the librarian and for the reader. Would not its increasing size require more and more staff, all the while retaining the present circulation staff for the conventional book collection, to assist in its maintenance and use, and to refile an enormous number of cards withdrawn, many perhaps for a short time only for browsing in the room or rooms in which the catalog is housed? Would not such browsing—taking out cards (some perhaps without charges?) for the purpose of examining them on a reading machine to see if they are useful—result in congestion and confusion? These conditions might easily make trouble, either because there was an excessively large number of charges to be handled or because a momentary withdrawal of a card without a charge, by one reader, prevented the finding of it by another.

Then, too, is there not likely to be considerable labor needed for replacing cards which through constant handling become too dirty and worn for further service and also others which have disappeared? It does seem that micro-cards, because of their size and shape, would tend to get lost. But the few foregoing comments and questions, insofar as they pose service difficulties, are admittedly of relatively minor importance. And even if

micro-cards were of doubtful value on ninety-nine out of every hundred counts, they would still argue eloquently for the recognition due them as a means for preserving and making available, in a form easier to use than micro-film, the considerable material published today on paper too poor to last.—*Edward G. Freehafer, assistant librarian, Brown University.*

The impact of Mr. Rider's study is certain to be felt on many aspects of librarianship but perhaps on none more forcefully than the field of library cooperation and the development of resources for research.

For the past thirty or forty years farseeing librarians have recognized the evils of competition and the wastefulness of excessive duplication among university and other research libraries. Innumerable books, articles, and conferences have centered on the desirability of greater specialization among libraries, limitations of fields, regional agreements, and building up of union catalogs. In view of the shining goals to be achieved, practical progress in these directions has seemed to many of us distressingly slow. Now comes Mr. Rider to inform us that we have been on the wrong track all the time. A fundamental weakness of virtually every scheme for library cooperation, he believes, is scholars' insistence on having their research materials immediately at hand rather than in some other library. The point is, of course, not new. Librarians have long had to reckon with this attitude on the part of scholars, acknowledging it as a major obstacle in the way of coordination of library resources. At the same time, it has been realized that it is impossible for even the largest libraries, as they are now organized, to possess more than a fraction of existing literature. The microprint collections proposed by Mr. Rider would, if capable of actual realization, achieve a double purpose: give the scholars all they have been asking for these many years and save libraries from being buried under mountains of print—a utopia indeed!

Assuming the consummation of such a program as Mr. Rider advocates, library cooperation will still be essential. Subject specialization, for example, will be required on the part of libraries undertaking to issue microprint cards, in order to avoid duplication in publishing; agreements will be needed to insure more thorough coverage than at

present of the world's literature; and more complete union catalogs will be wanted. The labors of proponents of library cooperation will, therefore, not have been in vain.

It is an intriguing prospect that Mr. Rider opens up to us and one with almost unlimited potentialities. The usefulness of the microprint technique is obvious for dissertations, government publications, newspapers, and other space-consuming but infrequently used categories. It may be equally valuable for analytical cataloging, particularly periodical articles, *festschrift* contributions, and society proceedings, now so frequently buried, except for the most persistent investigator. The chief application of microprint, as these comments would indicate, is clearly to research materials.

The technical and administrative problems raised by the Rider plan are numerous and complex, as is inevitable with any radical transformation. Among the snags might be mentioned the quantity and quality of projectors required, the fact that original copies must precede photographic reproductions, and scholars' frequent refusal to accept reproductions in lieu of originals. Granting that these and similar dilemmas can be successfully resolved, we have in microprint a tool that may well lead to tremendous expansion of facilities for advanced study, distributed in all regions of the country, making accessible resources previously available only in the largest library centers.—*Robert B. Downs, director, University of Illinois Library and Library School.*

Mr. Rider's proposal for the transfer of books to micro-cards is a genuinely epochal idea. If widely adopted, it would mark the first significant change in books since the substitution of the codex for the roll. No one has really been satisfied with microfilm as a vehicle for print, even with the benefit of a good reading machine. Sixteen millimeter film in short strips, or two hundred-foot reels, is a troublesome, ungainly vehicle for print. Coupled with the inconvenience inherent in any reading machine—other than one that would be no more inconvenient than bifocal spectacles—film is at best a surrogate for the book itself. Microfilm, after all, is simply a brilliant adaptation of a material designed for another purpose—the motion picture.

Mr. Rider's proposal to put a micro-image of the book on paper and to limit the size of that paper to the standard catalog card, takes advantage of important conventionalities of book users and librarians; both are persuasive arguments for his scheme.

It is easy to see objections and difficulties in this proposal. Like all general departures from custom, the micro-card will be met, not only by the active objection of the conservative, but also by a more delaying general inertia. The greatest problem is to get the practice started; yet to commence, someone must undertake a great deal of fresh work in creating a manufacturing plant—simple though it may be—in surmounting copyright hurdles, and in setting up a distribution mechanism. It is to be hoped that the Readex Corporation will seize on the micro-card as pertinent to its procedures and offer books in micro-card form. Great impetus to the idea could be given by one or two libraries if they would substitute a few micro-card editions of scarce and sought-after works for microfilm editions. Once the form exists in a sufficient number of titles, librarians will accept it and absorb it into their economy.

A force working against easy, widespread acceptance is the problem of the reading machine, to which scholars are not yet accustomed. Man for centuries has read with nothing but the unaided eye, or at least with nothing more than the aid of that private magnifier, the eye glass. To persuade him to augment his simple vision with a more elaborate and ponderous device will require much time and much ingenuity on the part of inventors and manufacturers of such devices. As with microfilm, general acceptance of the micro-card may have to wait on the development of light, compact, and inexpensive reading apparatus.

To the librarian, however, the micro-card offers no greater problems than confront him daily and would confer, if generally available, so many advantages as to yield a substantial bibliothecal profit.—*Donald Coney, librarian, University of Texas.*

Most of the thinking that has been done on the problem of library cooperation—both in the realms of collecting and processes—has been based on a philosophy of scarcity of library materials. The assumption is that

since not all libraries can afford to buy or maintain complete research collections in all fields, it follows that there should be some division of effort both in collecting and processing. As long as it is left in general terms, the argument sounds logical, but when put in specific situations and when carried to its ultimate conclusion, it raises more questions than it settles and puts the library in the position of being the tail that wags the dog.

But there is no reason why our thinking should be limited to a philosophy of scarcity. Once you express the possibilities in terms of a philosophy of abundance of library materials, you open up lanes of thought that appear to be harmonious with what all of us know to be the needs of the serious and professional scholar. Specifically, the philosophy of scarcity and specialization runs counter to the fact that, although a scholar always specializes, his library needs can seldom be limited to any one subject field. Nor is it easy to visualize our scholars (like a hive of busy bees passing from rose to snapdragon gathering up pollen on the way) voyaging from one institution to another in order to find and use our library materials.

Rider's primary contribution, therefore, is that he has made it possible for us to think in terms of a philosophy of abundance of ma-

terials. His second contribution is that he has shown us one good way of throwing off the yoke of technical processes. His third contribution is that he holds out the vision of librarianship on a high level of scholarship, and by so doing will probably scare the wits out of the profession.

Rider is merely standing at the head of a long line of people who have realized that modern technology must be reckoned with.

In discussing his plans, I seriously hope that we will be careful to keep first things first. Will this plan permit the scholar access to his tools in a form that he will use? I am guessing that it would if we librarians have sufficient vision and wisdom. What about the 101 complicating details? If the answer to the first question is yes, these can and will be met in due time. But if we start out by discussing details first, we will most certainly never get to the important question.

Here is a great opportunity that we librarians cannot afford to miss, but miss it we will if we take the attitude of "let George do it." Let's put aside our knitting in the A.C.R.L. and the A.R.L. and put our talents to work on something really important.—*Ralph Eugene Ellsworth, director of libraries, State University of Iowa, Iowa City.*

## Author's Statement: Fremont Rider

When Mr. Metcalf, with his customary courtesy, sent me an advance copy of his review, he termed it, in an accompanying letter, a "critical" one; but it is really so generous that I am "replying" to it only because I feel that some of his criticisms—entirely unintentionally of course—do not quite correctly present my position on some of the points I tried to bring out in my book.

A good example is his entirely proper re-proof of that overoptimism that anticipates an extreme reduction in microprint as an immediate practical possibility. Many readers of the book have been so dazzled by the reductions that I refer to as probably *ultimately* practicable, that they overlook my categorical statement that, for micro-cards, such ultimate reductions are neither necessary nor even desirable. I said:

If research materials can be said to have any

common denominator, it is the fact that, on the whole, *they come in small packages*—in periodical articles, pamphlets, government documents, committee reports, society proceedings, and the like. As has been already pointed out, it is the secondary material, the re-serving up of primary fact for the general reader, that usually blossoms out into full-length book form.

It is largely because research material comes in small packages, and is, as a result, minutely specialized, that it tends to be hard to get at. But the very reasons that have tended to bury it, bibliographically speaking, are exactly the reasons that make it fit so admirably into the micro-card set-up. The area of a single catalog card is, after all, a limited one. Although, under compression, it will take longer items, it is best suited to items not over, perhaps, a hundred pages long. But for research material this length is almost ideal. Probably 95 per cent of all its separable "units"—all of its many millions of books, proceedings, periodical

articles, reports, theses and pamphlets—run to less than one hundred pages. Probably the average size of a unit of research material would not be over sixty or seventy pages. In other words, micro-cards on the one hand, and research materials on the other, seem naturally to "match up." And, when we do come to the occasional research item that runs to over two hundred pages, we can either arbitrarily split it up for separate micro-card "analysis," if it appears to split along well definable subject lines, or we can, as has already been suggested, take recourse to a continuing series of two or more micro-cards.

The micro-card sample reproduced as the frontispiece of the book can be read by the Readex reading machine just as well as by microscope, and no one yet who has examined it doubts that micro-cards having between fifty and one hundred pages of text on their backs are, as I state in the above quotation, entirely practicable *now*. During the past three months I have been in repeated conferences with the technological experts of two of our largest photographic equipment corporations; they all take the attitude that, in discussing *future* reduction possibilities, my book is quite unduly conservative. But even if one discounts their enthusiasm 60 or 70 per cent, we still will be where we started: that what I termed an "average length" micro-card is entirely practicable *now*. I stated explicitly, by the way (p. 107), that the frontispiece sample was made photographically; whether so great a reduction in the making of a print is practicable by the Readex process I am not enough familiar with its technology to know. But, so far as reading goes, the Readex machine, although it obviously is subject to improvement, performs now with reasonable effectiveness not only on this but on even greater reductions.

Mr. Metcalf emphasizes his belief that our great libraries are not going to continue indefinitely to grow at the doubling-every-sixteen-years rate. But on this point we have no disagreement. In my book, after summarizing the arguments pro and con, I also stated categorically (p. 16) that I thought they would *not*. But I would add—and this seems to me the vitally significant point—that, even though their rate of increase should shrink to doubling-every-twenty-years—or every thirty, or every forty years—the growth figures would still be so "astronomical" that the practical

problems posed by them would be staggering ones.

If libraries continue to grow at present rates, if they continue to collect omnivorously, and if micro-card analytics should swell our present form of catalog fortyfold (as Mr. Metcalf suggests)—and not one of these "ifs" seems to me valid—then it may very well be true (as he estimates) that Yale's micro-card library of the year 2040 would occupy half a square mile of floor space. But the essential point to remember is that, if we assume all these same "ifs," but assume, instead of micro-cards, the same material retained in its original book form, then we would still have the same half square mile of catalog but, with it, we would have a book library occupying (by a very rough estimate indeed) some twelve square miles of floor space!

Furthermore, we must always remember that the making of analytics is in no sense an essential feature of the micro-card plan; I mentioned it as simply one of several possible modifications of our present procedure that it would permit if we desired to have it do so. And I had never had any thought myself that analytics, if they were made at all, would be made in any such a flood as Mr. Metcalf proposes. Only a minority of volumes would, as I see it, require analytics at all; and only a small percentage of those that required them would need as many as a dozen. Also it must be remembered that I proposed an offset to them in the form of an omission of some of our relatively less valuable series, translator, illustrator, and other present added entries. In other words, instead of our suggested analytics increasing the volume of our micro-card library fortyfold I saw rather an analytics file perhaps tripling or quadrupling the present card catalog in size.

#### *Price of the Cards*

Mr. Metcalf questions the "round" price of five cents a card for micro-cards which the book—though explicitly it does so very tentatively indeed—sets. The book's discussion of micro-card prices is scattered in several places, and I find it neither a comprehensive nor as consistent as it should have been. It will be recalled, however, that it suggested that "first" cards should cost more than second and succeeding ones and that cards sold individually (if they are to be so sold) would

properly cost more than "global" ones. Also cards bearing an author's royalty (if there are to be any such) would have added to them the cost of this royalty. It is conceivable that some cards might bear all three additions to "basic" cost. I am very far from asserting, however, that five cents will *surely* be enough even for basic cards; too many cost factors are still obscure. But, even if micro-cards cost six or seven cents each (or ten cents for that matter), our fundamental thesis is obviously not materially affected. And I still am inclined to think that, for cards issued in adequately large editions, a basic sales price of five cents a card will prove to be enough.

#### *Subject Heading Proposals*

On the other hand, I frankly admit that in attacking my subject heading proposals Mr. Metcalf attacks my book at its most vulnerable point. As my whole chapter on micro-card headings implies and as, indeed, I clearly stated (p. 148), I was by no means clear in my own mind as to the method by which the subject approach to micro-card materials ought to be arrived at. I fully agree with Mr. Metcalf that the research worker makes relatively little use of dictionary-catalog subject headings but the reason for this—as the chapter cited itself says—is that our present dictionary-catalog subject headings are, for him, inadequate. He most frequently uses a subject approach to his materials, to be sure, but it is a subject approach gained via abstracts, indexes, bibliographies, or other tools rather than via the dictionary catalog. I am glad to be able to state that a much more nearly satisfactory solution of this subject-heading problem is now in process of being arrived at. This solution was suggested to me by members of the cataloging division of the Library of Congress, at a series of conferences which I held with them two months ago on various practical details of the micro-card plan. There remain one or two minor questions relative to this solution still to be settled, but it is, I think, permissible to say here that this new plan will offer an entirely new kind of subject approach to cataloged materials, that it supersedes a large part of what was said on this subject in my book, and that it will, I believe, pretty well meet Mr. Metcalf's well-reasoned and cogent criticisms on this point.

Of course I entirely concur in his advocacy of "division of fields." Indeed, my book refers to such a division of fields as an almost essential part of any plan for micro-card publication.

#### *Original vs. Micro-Reduction*

Finally, he suggests that we are disagreed on another point, on which a careful rereading of my text will show that we probably are in entire accord. I fully agree that the research worker will generally prefer an original text to *any* micro-reduction of it. What I insist is that he will always prefer a micro-text, poor and difficult to use though that micro-text may be, to no text at all. And I further insist that, even if the original text can be secured from California—or elsewhere—on interlibrary loan, he will still be glad to have a micro-text of it at his elbow: a. to see if he really needs to borrow the original text; b. to use in place of the original text for purely casual reference; c. to use while he is waiting to get the original text on interlibrary loan; d. to have blown up for him photographically if he feels he must have substantially the equivalent of the original text and must have that equivalent immediately.

Mr. Fussler, in his review, clearly and concisely puts his finger on some of the most vital practical difficulties which micro-cards face, and Dr. Bennett, equally clearly, emphasizes the necessity of micro-card standardization. She probably is correct also in stating that there is almost everywhere a need to educate library patrons in the use of micro-materials. I am inclined to think, however, that, if we give them convenient and desired materials—and *good reading machines*—they will very quickly educate themselves. The quotation which she specifically criticizes is—if I may venture to say so—not quite fair to the book, for she removes it from its concluding context. What I really said was, not "There is no particular point in suggesting that one is afraid that the patrons of one's library wouldn't like micro-texts of government documents," but that there is no particular point in a librarian's making this suggestion "when the original documents are simply not to be had" in any other form—obviously quite a different matter. If it is a case of micro-documents or no documents at all, the scholar *must* take the micro-docu-

ments—whether he likes them or not. But this is very different from suggesting that I would discourage micro-education as a general proposition.

Dr. Bennett is also completely right in asserting that one single micro-reader must cover the entire reduction range that we propose using. She may not be aware, however, how great that range is. We by no means have to reduce our material to the same page size, or anything like it; quite the contrary. We should, for our micro-cards, reduce it to its most readable type-size within the over-all area that we decide that we have available for it and we must do this quite regardless of page sizes. It is true, of course, that if we desire to put only ten pages on our micro-card, the type-size we reduce to may very well be considerably larger than if we want to put fifty pages on the card. But, even so, one single reading machine would handle the resulting variation in type-size without any difficulty. On the other hand, I would not advise swelling up a single page to cover the entire back of a micro-card just because it happened that one page was all we wanted to put on that card. The resulting enlarged image could be read but it would be grotesquely, and quite unnecessarily, large.<sup>1</sup>

Mr. Moriarty is, of course, quite right in suggesting that micro-cards will have a large place in the music field. Among the micro-card samples which we made were a number of interesting experiments in music scores in micro-card form. We even played with the idea of micro-reading machines built into organs, pianos, and the like, and of special reading machines on easels for orchestra use. This matter of micro-card music was simply

<sup>1</sup> Unless, perhaps, it were so large on the micro-card that it could be read with the naked eye!

one of the numerous extensions of the micro-card idea which I omitted from the book, not because they had no merit, but because it was getting too long.

Mr. Montignani is the first, I think, ever to term me "ultra-conservative!" He accuses me of "penny-pinching." Now saving a few pennies on a single card may indeed seem to be penny-pinching, but, when those few pennies are multiplied by many billions of cards, they become pennies that have acquired not merely financial and bibliographical, but educational and even social, significance.

Mr. Downs's insistence that interlibrary cooperation is an essential prerequisite of any sound micro-card development, of course, reiterates something that simply cannot be reiterated too often. Mr. Freehafer properly points out a number of the "service" difficulties that are bound to develop if and when micro-cards come into anything like general use—and, equally properly, admits that these difficulties must, and can, be solved when the time comes. And Mr. Coney very properly stresses our great need for a better micro-print reading machine—and one definitely adapted to micro-card use.

Dr. Ellsworth's warning that it is we—librarians—who must do the work of making micro-cards a realized tool is timely. There is a lot of it to be done. Micro-cards are now only a challenge, an opportunity. I am glad to report that the micro-card committee which the book suggests is already in process of appointment. May I earnestly bespeak for it here the active aid, the clarifying advice, the constructive criticism of every librarian; it is surely going to need all of these things that it can get.—*Fremont Rider, librarian, Wesleyan University, Middletown, Conn.*

# Review Articles

## Postwar Teachers' College Libraries

*Tomorrow's Libraries for Teachers Colleges: a Checklist to Aid in Securing Library Plant and Equipment Equal to the Expected Demands of These Institutions; Prepared for the Committee on Standards and Surveys of the American Association of Teachers Colleges.* Carter Alexander. 60p.

To say that this publication is timely is to make an understatement. One might better suggest that it is long overdue. Overdue not only as far as its primary purpose as a guide and aid in planning a library building program for a teachers' college is concerned, but overdue in suggesting past and present inadequacies in teachers' college library facilities.

At the present time one cannot predict with any degree of certainty what the postwar demands on our teachers' colleges will be. We can be reasonably sure, however, that the demands in terms of student load will be tremendous. Men and women discharged from the services, encouraged and aided financially by the federal government, will be pouring into our teachers' colleges as well as into our other educational institutions. Existing library facilities will be taxed to the limit and those libraries which were inadequate in peacetime will be in a precarious position. Not only will the burden be tremendous as far as student load is concerned, but we can expect increasing demands in the part libraries will be expected to play in the educational programs of these institutions.

When the introduction to *Tomorrow's Libraries for Teachers Colleges* suggested that the postwar period would need a new kind of teacher, it anticipated further the greater part the library must play. If experience before and during the present national emergency is any teacher, we should have learned the importance of training students to locate, sift, organize, and interpret information when it is needed. This is one of the directions that the new education must inevitably follow. The library functioning as an "in-

tellectual laboratory" and as a "method in education" is regnant by the very nature of newer methods in education. It follows that success in the practice of modern educational methods absolutely depends upon adequate library facilities. This has been continually apparent as the newer educational methods have developed, and is one of the important reasons for the existing inadequacies in teachers' college libraries.

The teachers' college library carries a definite responsibility to the whole educational system in this respect, because of its strategic position to assist in developing the use of the library as an integral part of the educational method of all our schools. It is in the use of these teachers' college libraries that teachers during their professional training get the concept of the part the library plays in teaching. It is but natural that they will carry with them into the schools in which they teach, whatever ideas, methods, and techniques of the library's part in teaching they have received in college.

It already has been suggested that *Tomorrow's Libraries for Teachers Colleges* is timely, and in view of the responsibility of the teachers' college library as suggested above, the results hoped for and suggested by the checklist are urgent. The report is both a guide to procedure in the steps to follow in preparing for a building program, and a checklist of factors to be considered. In each, recognition is given to the premise suggested in the introduction, that the building should be designed to fit the peculiar needs of the particular institution. In line with this, the report takes the form of listing all possible factors in any building program which should not be overlooked, gives procedure to follow in making decisions, and states acceptable or desirable standards.

The questions in the checklist follow the order in which they would presumably arise in planning a building program. The main headings include:

1. Library quarters needed by a particular teachers' college.  
Gives basis for determining the need and nature of the building.
2. The organization for planning the library quarters.  
Gives alternate suggestions regarding the nature of the planning committee; its function and organization.
3. Probable "load" on the library.  
Gives basis for determining the effect of numbers and maturity-level of users on library load; effect of nature of instruction on college library load; effect of library service program on library load; and effect of centralization of library administration on library load.
4. Specific services of library.  
Gives checklist of services as a basis for determining requirements and special features.
5. Specific quarters needed in new library.  
Gives checklist of detailed requirements regarding quarters.
6. Site and general architecture of building.  
Gives checklist to solve questions involved in site and quarters.

One may hope that the appearance of this publication will in itself provide the impetus needed for the start in planning library building programs in teachers' colleges where they are needed, and certainly the work of any building committee will be greatly facilitated by the use of the checklist.—George C. Allez, director, Library School, University of Wisconsin, Madison, Wis.

## Subject Headings in Physics

*Subject Headings in Physics.* Melvin J. Voigt. Chicago, American Library Association, 1944. XII, 151p.

At a time when discontinuance of subject entries in favor of bibliographies is in the air, particular interest attaches to the appearance of this volume. Must it not be construed as a token that subject entries have proved of real service to physicists, at least at the University of Michigan, where this list was developed? There is certainly general warrant in experience for this position. Every productive scientist finds himself frequently in a situation where the most intimate familiarity with his own field does not avail; possibly the abler he is, the more likely the occurrence. Some experimental or mathematical detail, either so radically new or so incidental as to be foreign to his experience and yet essential to his progress, must be cleared up before he can go on. The secret of his success is in no small part an imagination which is quick at sensing and converting to his own uses techniques and lines of approach developed in some widely different field. He may be able to turn for advice to some specialist in this new area, but again the library may be his nearest and best friend. His question then is: What have we at hand sufficient to cope with this situation? He wants to look at the subject cards, rarely to look at a complete bibliography, much of which would be too spe-

cialized for his purpose or not immediately accessible, or perhaps not up to date enough, and which in any case would entail further search of author cards. The case of tables of numerical values of functions for computational purposes illustrates nicely the distinction in use of subject cards and bibliographies. Occasionally the question comes: Is there any existing table which meets this requirement? Then the best bibliography is none too good. Ordinarily, however, any one of several tables will suffice, and subject cards indicate most directly the choice one has. Moreover, it is likewise true in any library that not only these experts in some one more or less narrow province but also persons who have not yet reached full competence in any field must be served, and unless these persons are to be too dependent upon their superiors for advice as to what to read, their surest guide, even with a well-classed, open-shelf collection, is the subject catalog.

Granted that subjects are important, it still remains to provide proper heads if they are to give good service. On this ground the list in hand should be warmly welcomed by all the many catalogers who are under the necessity of handling physics titles without adequate knowledge of the science. An extensive preface emphasizes that, if catalogs are to command the confidence of physicists, there is need both for more intelligent use

of the Library of Congress list and for modifying and supplementing that list. The new headings themselves adhere rather conservatively to the standard list, but each subject is followed by a definition, carefully chosen and duly accredited, a well-drawn distinction between this and another similar head in case such a thing exists, and an illustrative title particularly chosen to contribute further information if it is desired. Many "see" and "see also" references not in the Library of Congress list are a further aid in ensuring that the proper entry is found. Incidentally, may one insert the personal conviction that subject cards serve their full purpose only as they contain full information? They are the one place in a scientific catalog where full information is essential—without, of course, bibliographic frills there or elsewhere.

Only one minor slip has been noted—the association of *Achromatism* with *Mirrors*—aside from the practice taken over from the Library of Congress list of making a "see also" reference under one term to a coordinate term, equivalent sometimes in the mind of a physicist to "*Books, see also Newspapers.*" Such references are of doubtful help to a cataloger and are definitely unsuitable for the catalog.

The most radical change adopted in Mr. Voigt's list is made at a point where reform was most sorely needed, namely, in the case of *Spectrum analysis*. In the new Library of Congress list this one term still carries the whole burden for two totally distinct subjects, each with a very extensive literature: (1) QD 95, chemical identification of substances by means of their emission or absorption spectra, (2) QC 451-467, examination of the minutiae of individual spectra from which the details of structure of the corresponding atom or molecule may be inferred. For the latter, physicists have for seventy-five years used the term *Spectroscopy*. The Oxford dictionary quotation under this word is from Sir William Huggins, 1870, to the effect that the science of spectroscopy was new-born in 1861, a reasonable date since it certainly reached adult status in the 1880's with Rowland and Balmer. Mr. Voigt has not only recognized the term but has expanded it by several additional subordinate heads, perhaps more than any but libraries specializing in spectroscopy would require.

Some other long-accepted terms have fared not quite so well. *Thermionics* is a sharply defined line of research which had reached important proportions in 1909 when this name for it was proposed by one of the major contributors to its history, and on it rested during World War I the development of the hot-cathode vacuum tube which makes our present radio sets possible. Mr. Voigt uses only a "see" reference which merges it with other distinctly different types of electron emission, but this is definitely better than putting it without any reference under *Electric discharges*, since electron emission of itself does not at all constitute a discharge.

Statistically surveyed, there appear to be about forty new heads adopted, disregarding modifications of Library of Congress heads. Of these, the reviewer deems well over half justified in almost any situation; some are as vital as the recognition of *Surface tension* as the major phenomenon of which *Capillarity* is only one manifestation. At the same time there is noted the absence of only very few useful terms (e.g., *Dimensional analysis, Turbulence*).

Mr. Voigt has faced the question of repetitive terms in the Library of Congress list, though perhaps not altogether consistently. *Oscillations* has been referred from in favor of *Vibrations*, but *Electric waves* and *Electric radiation*, two indisputably unseparate aspects of the same phenomenon, still both stand. *Air*, which pertains to the local samples studied in chemistry and physiology, is used; but *Atmosphere*, the term associated with the gaseous envelope of the earth in the large, the properties of which are studied in physics, has been dropped, by intent if one may judge by references at other points.

From the point of view of a specialized library, a bolder attempt to hew out independently an ideal list, leaving the individual library free to make its own compromises with the Library of Congress list, would have been more exhilarating. One concedes, however, that such a list would have been less generally useful, also that a list may truly approach the ideal only as it is shaped by the needs of its own situation. As it stands, Mr. Voigt's list is an effective encouragement to the ambitious to proceed further in the spirit of the preface. There are old terms belonging to the era of natural

philosophy, which, even for old books, students of today would like to see brought into line with modern terminology. There is the question of inverted headings, which in a specialized catalog are more convenient if made directly, partly because that is the way users think and partly because it facilitates subdivision if this becomes necessary. A special hobby of the reviewer is the avoidance of headings that end with "of." *Light-Wave theory* is no less comprehensible than *Physics-History*, and this device consistently followed at least has the merit of eliminating one filing complication. Mr. Voigt has eliminated a few hyphens where this was justified, with the same end in view.

It is also to be noted that this list is strictly confined to the subject matter of physics; it

does not include the mathematical techniques and disciplines nor the topics in cognate and ancillary sciences which must be part of a physics library and which it is most important to have well represented in the catalog. The question of form division is also passed by. How, for instance, does Mr. Voigt segregate the general works, which are textbooks sought by undergraduates, from treatises and compendia used by research men? In these respects the list does not constitute a self-contained tool. It is, however, a very commendable first move in the right direction, and it is to be hoped it may stir the Library of Congress to give to its physics headings the consideration it has recently been giving to its mathematics headings.—*Margaret C. Shields, Princeton University Library.*

## New Microfilm Resources

*Union List of Microfilms, Supplement II.*  
Philadelphia Bibliographical Center and  
Union Library Catalog. 1943. xi, 282,  
[2]p. 8½ × 11 inches. Mimeographed.

Because of the present war conditions many cooperative library projects have folded up or have been temporarily shelved. Not so with the *Union List of Microfilms*. In spite of the absence of one third of the committee responsible for producing the volume the work has gone on. Attending difficulties have been overcome, and the second supplement has made its appearance. In fact, coming with the supplement is the notice that the editorial work for Supplement III will begin Sept. 15, 1944.

The serial numbering of the entries is continued from *Supplement I. Supplement II* adds 3687 new items. The scheme of arrangement remains quite the same as in the original publication and the first supplement, e.g., one alphabet with many helpful cross references. Though some entries are necessarily lacking in some of the desired information, they in general consist of the author, title, imprint, collation (and-or number of frames; for extensive works number of reels), location of original form which film was made, and whether master negative or positive. The compilation was made from information given on cards sent in by the cooperat-

ing libraries. Ordinarily one would not expect quite as much film to be produced as this supplement indicates. However, the editors think some of it is film completed earlier rather than new film produced since the first supplement.

Union lists like the above are becoming more and more numerous in the various fields of knowledge. They are beginning to fulfil a need of cooperation, the various ideas on which we are learning about through the writings of Robert B. Downs and Fremont Rider, to mention two librarians specifically. The effort to make known the resources of one library to another, one region to another, and even one country to another, goes on apace with the publication of many tools similar to the *Union List of Microfilms*. With the publication of each such tool we make a definite bit of progress in the field of cooperation. From the original *Union List of Microfilms* and its supplements a growing field of resources on film is becoming available for interlibrary loan and permanent acquisition by those libraries needing the material. With growth and possible perfection its value will become increasingly great.

All librarians have become acutely aware of the problem of maintaining files of European publications during this war period.

Those difficulties will be with us even after the war is over. The *Union List* will serve as an invaluable aid in locating the issues of those publications that have been filmed by various libraries and agencies. It is highly desirable that all the cooperative projects of filming the elusive material abroad have their results recorded in the *Union List*.

In the introduction we find the statement:

"It is expected to continue the publication of this catalogue, with the prospect of a cumulative edition when personnel and resources permit a thorough bibliographical revision and a more complete indexing." Here is a hope that we all wish to see fulfilled.—*G. F. Shepherd, Jr., head, circulation department, and in charge of microphotography, University of North Carolina Library.*

## Stepping-Stones to Cooperative Cataloging

*Cooperative Cataloging Manual for the Use of Contributing Libraries.* Library of Congress. Descriptive Cataloging Division. Washington, U.S. Government Printing Office, 1944. 104p.

The Library of Congress has issued a small *Cooperative Cataloging Manual* which should help to facilitate present-day cooperative cataloging. At the same time it may serve as a point of departure for a discussion of cooperative cataloging of the future.

The *Manual*, prepared principally by Helen B. Stevens, describes the procedures of the cooperative cataloging centered in the Library of Congress. It tells how libraries should proceed in supplying copy for printing but does not attempt to explain the intricate art of cataloging. In a brief introduction the history of cooperative cataloging in the United States is sketched, from Charles Coffin Jewett's *Plan for Stereotyping Catalogues by Separate Titles* in 1851 to the activities of the A.L.A. Cooperative Cataloging Committee, begun in 1932 and merged, in January 1941, with the work of the Library of Congress.

The cooperative cataloging associated with the Library of Congress has been concerned chiefly with the analyzing of serial publications and the cataloging of foreign books. Lately the work has been expanded to include the cataloging of American doctoral dissertations, the output of a number of university presses, and the official publications of some of the states of the union, while the cooperative cataloging of the acquisitions by several federal libraries in Washington, begun in 1902, has been continued.

Copy for printing is thus of various types and originates from many sources. The *Manual* gives useful information as to the manner in which copy should be prepared by the cooperating libraries. A special section

devoted to the preparation of authority cards is in several respects more instructive and detailed than the corresponding section in the 1941 preliminary *A.L.A. Catalog Rules*. The work at the Library of Congress is likewise described, details being given as to the receipt and revision of copy, leading finally to the printing and distribution of catalog cards.

An appendix contains a list of the 365 libraries that have participated in cooperative cataloging, a list of 615 reference books useful in establishing and verifying author headings, and a list of easily understandable abbreviations that may be used advantageously by both the Library of Congress and the collaborating libraries. The latter feature constitutes in large measure the realization of a project that has for years been on the agenda of the A.L.A. Division of Cataloging and Classification.

The *Manual* emphasizes that with respect to entries the *A.L.A. Catalog Rules* are generally to be followed, while "beyond the heading, uniformity of practice is essential only so far as filing and intelligibility of the cards are concerned" (page 16). Nevertheless, we learn on page 20 that the title of the book, including name of author, edition statement, and imprint, "should be accurately transcribed . . . according to L.C. cataloging rules." Collation, series note, and full name note are likewise to follow L.C. rules, while subject headings should be assigned according to the L.C. *List of Subject Headings*. Standardization, thus, seems to be more thorough than at first suggested.

This contradiction touches upon a point of considerable importance for the future of American cataloging. When the revolt against overelaborate cataloging took place at the time of the publication of the new *A.L.A. Catalog Code*, a distinct tendency

to disregard standardization of descriptive cataloging was felt, many a library proceeding according to its own idea of rugged individualism. It is obvious, however, that, although the specific phrasing of a note may be immaterial, some uniformity of book description is necessary if cards prepared by one library are to be used profitably by others. If, for example, some libraries use a full collation statement while others list only the last page of the main group of pages, how is one to interpret the collation symbols appearing on any given card? The Library of Congress realizes this; although it pays lip service to the new individualism, it is hard-boiled when it gets down to cases.

For the cooperating libraries which have to follow the L.C. rules the situation is not so simple. The rules have been in a constant flux, and their latest version is not easily verifiable, if at all. Caught in the maelstrom of conflicting opinions, the A.L.A., having for three years delayed action, has not yet decided whether it wants to sponsor a descriptive cataloging code, pending the next move of the Library of Congress. Plainly, what is needed is standardization of descriptive cataloging by as many libraries as possible, as soon as possible and preferably in as simple a form as possible.

This becomes more obvious the more we consider the results of cooperative cataloging to date. Cooperative cataloging has been a noble experiment but, it must be admitted, not an entirely successful one. Two facts stand out clearly. The output has been far too small and the cost far too high. During the ten-year period from July 1933 through June 1943 only about sixty thousand titles were cooperatively cataloged, or about six thousand titles a year, figures that in the words of the Librarian of Congress "are far from impressive."<sup>1</sup>

#### Cost

As to the cost, a study made by John R. Russell in 1937<sup>2</sup> reveals that the administrative and editorial expenditures involved in preparing for the press the 19,473 titles cata-

loged under the project of the A.L.A. Cooperative Cataloging Committee from 1933 through 1936 amounted to \$30,621, or \$1.57 per title. In other words, it cost more to initiate and prepare for printing copy for a single title than it ordinarily does to catalog a title. In spite of all good efforts, the cooperative cataloging project failed to become self-supporting.

Clearly, anything that can be done to decrease the cost of editing the copy should be done. The *Manual*, we hope, will help somewhat in eliminating costly correspondence concerning points that should be clear to every cooperating library, but still more would be accomplished if we could remedy the weakness the *Manual* reveals: the absence of clear-cut cataloging rules.

Although lack of uniform rules for descriptive cataloging militates against communal cataloging, it does not necessarily follow that, having agreed on certain fundamental rules for descriptive cataloging, we could not allow a fair degree of freedom in applying these rules. The resulting minor variations would probably not cause more trouble than the variations we have been accustomed to accept on L.C. cards seen through the press by different revisers. If this is correct, we might in the future conceivably dispense with central revision of cooperative cataloging copy, except possibly for the headings. Since, according to Mr. Russell's study, the revision of the 19,473 titles produced during the period 1933-36 cost \$19,191, or almost \$1 a title, very considerable savings should be possible if revision could be largely eliminated.

Going a step further, we might ask: If libraries can accept certain rules for copy contributed to the cooperative cataloging project, why can they not use these same rules for materials cataloged for their own libraries? If they would do that, it should be possible to have locally produced catalog cards universally used in other libraries provided they were made available through an exchange pool.

#### Weaknesses

The Library of Congress has for a number of years operated a service through which cards contained in the union catalog have been made available to other libraries by

<sup>1</sup> Annual Report of the Librarian of Congress for the Fiscal Year ended June 30, 1943. Washington, U.S. Government Printing Office, 1944, p. 46-47.  
<sup>2</sup> Russell, John R. Report on the Work of the Cooperative Cataloging Committee." *Catalogers' and Classifiers' Yearbook*, No. 7 (1938), p. 69-74.

photostating. This service, temporarily suspended because of the war, had, however, certain obvious weaknesses:

1. A separate charge was made for all searching for copy in the union catalog irrespective of whether or not the searching resulted in the location of a usable card.
2. Many of the entries in the union catalog were unsatisfactory since it was found that in 1938 "not over 40 per cent of the entries . . . [were] of any appreciable use to catalogers."<sup>1</sup>
3. The cost of a complete set of cards consisting of positive photostats was expensive (about thirty-five cents for five cards, including searching charge).

It would seem that these weaknesses could in a large measure be overcome:

1. If a second copy of each card submitted by a contributing library were interfiled in the Card Division's master file with the Library of Congress's own card, a separate search—costly and frequently without result—would be eliminated, since the card would be located in the process of the ordinary checking of L.C. card orders.
2. If adherence to uniform rules were made a prerequisite for including a local card in the master file, the cards supplied would be certain to be of a generally acceptable standard.
3. If the most economical process of multiple card reproduction were used rather than photostating, which is expensive except when a single negative is all that is needed, it should be possible to cut the cost considerably. Until inexpensive facsimile reproduction on satisfactory card stock is available, mimeographing may be the answer. The University of Texas has estimated that mimeographing costs amount to about seven and one-half cents for five cards,<sup>2</sup> while the University of California has found the expense to be in the neighborhood of ten cents. Allowing for somewhat higher rates at the Library of Congress and a small fee covering administrative expenses and filing, it would seem that the present cost of supplying a set of five cards could be cut in half.

If a system of this nature, modified to meet

<sup>1</sup> Library of Congress, *Cooperative Work of Card Division, Union Catalog, Cooperative Cataloging and Classification Service and A.L.A. Cooperative Cataloging Committee. Third Circular*. June 1938. Washington, 1938, p. 25.—This publication, although a forerunner of the *Cooperative Cataloging Manual*, is not mentioned in the *Manual*.

<sup>2</sup> Coney, Donald [and others]. *Report of a Survey of the Indiana University Library*. Chicago, A.L.A., 1940, p. 96.

the specific requirements of the Library of Congress and the collaborating libraries, were adopted, the output of cards would increase and the cost decrease—the two objectives before us. It would seem, then, that we would be well on the way to abolishing the present indefensible duplication of cataloging.

#### *Cards Supplied by L.C.*

Briefly, the Library of Congress would supply three types of cards: its own cards; cooperatively prepared printed cards of wide interest, for which stocks would be kept in the Library of Congress; and mimeographed or otherwise duplicated cards, produced from unrevised exchange cards of more limited interest submitted to the Library of Congress by a group of libraries agreeing to follow certain specifications. In the case of exchange cards emanating from libraries willing to print and keep in stock a sizable supply of cards, orders for such cards might, after having been checked at the Library of Congress, be forwarded to the card-producing library to be filled. This system, obviously, would fit in well with the recording aspect of the Metcalf-Boyd-MacLeish plan of division of fields of acquisition but could be adopted should this plan fail to materialize.

It is quite likely, however, that eventually we shall have to do more drastic things than to expand the present cooperative cataloging program and to arrange for the exchange of locally produced cards. There is no reason we should not, simultaneously with meeting the immediate demands, work seriously towards doing on a national basis what Mr. Rider has suggested we do on a regional one, publish "a continuously cumulative book catalog" that would serve at the same time as a national union catalog and, through location symbols, as the main catalog of individual libraries.<sup>3</sup>

The first step in this direction would be the publishing of the National Union Catalog in convenient book form, with a typography easier on the eye than that of the *Catalog of Books Represented by Library of Congress Printed Cards*. It would be a fitting memorial to Mr. Jewett if, in 1951, we could

<sup>3</sup> Rider, Fremont. "Real Cooperative Cataloging—the Concrete Approach." *Library Quarterly* 13:99-112, April 1943. We need not think that the potentialities of microprint, so stimulatingly discussed in Mr. Rider's latest book, should make us abolish the idea of the union book catalog.

initiate a work that would constitute the fulfilment of a vision doomed to failure a hundred years earlier but realizable now,

thanks to a century's progress in printing processes.—*Jens Nyholm, librarian, Northwestern University.*

## Dissertations of 1943-44

*Doctoral Dissertations Accepted by American Universities, 1943-44.* (Number 11) Compiled for the Association of Research Libraries. Edited by Edward A. Henry. New York, H. W. Wilson Co., 1944. 88p.

This new list, the eleventh in the series and the fifth under the present editorship, again shows thoughtful editing and increasing usefulness. In general arrangement it is similar to previous lists. The seven main subject divisions have been retained but with literature and art now more appropriately headed Humanities. A few changes have been made in the subdivisions. Metallurgy has been moved from Earth Sciences to Physical Sciences, and Geophysics has been added to Earth Sciences. There is the usual author index.

The impact of the war upon graduate studies is reflected in the carefully prepared preliminary tables and introductory material. The number of dissertations presented has again declined. This edition lists 2117, the lowest number since 1930 and one almost 40 per cent lower than the high figure of 1941. A brief table showing the distribution by large subject divisions indicates the increase in studies in the physical sciences. Sixty-five titles, largely in chemistry, are withheld be-

cause they are "secret war research."

The most useful of the introductory tables will doubtless be the one showing the practice of publication and loan of dissertations, and the list of periodic abstracting publications. Although the practices of publishing and lending are too varied to be tabulated in exact detail, these two should prove especially valuable to librarians on the borrowing end of interlibrary loan. Study of the table showing the distribution of doctorates for the years 1934-35 through 1943-44 by subject and years and of the one showing their distribution for 1943-44 by university and by subject, will reward anyone interested in the general trends of graduate work on this level or in the relative strength of the various graduate schools represented.

The necessity for timeliness precludes the possibility of indicating in the annual issues notes regarding the actual publication of individual dissertations. It is to be hoped that at some not too distant date, however, it will be possible to have a cumulative index which will not only pick up the necessarily omitted titles but also show when dissertations have been published.—*Jean Macalister, reference assistant, Columbia University Libraries, New York City.*

## Study of the Army Medical Library

*The National Medical Library: Report of a Survey of the Army Medical Library Financed by the Rockefeller Foundation and Made under the Auspices of the American Library Association.* Keyes D. Metcalf, Janet Doe, Thomas P. Fleming, Mary Louise Marshall, L. Quincy Mumford, and Andrew D. Osborn. xvi, 94p. Chicago, American Library Association, 1944.

Though we in this country have done some notable pioneering in the development of our municipal libraries, we have been slow in applying the same concepts of administration and service to our national libraries. Indeed,

until quite recent times we have scarcely thought of ourselves as having any national libraries. Outstanding as it has been for many years the Library of Congress, partly by virtue of its name, has taken a long while to establish itself in our consciousness as the national library of the United States. For a similar reason, the Army Medical Library (until about 1936 called by the still more restrictive name, Library of the Surgeon-General's Office), the largest medical library in the country, was the Army Medical Library to us and not the national medical library. The unfortunate result of all this

was that these great libraries, which should long ago have received the professional attention due their national importance, were left safely sheltered from the stern hands of progressive, enlightened library administration. The "librarian" of the Army Medical Library, for instance, has been in the past half-century one of a succession of Army medical officers serving in this capacity for an average of four years. His qualifications for the assignment have not always been easy to discover; administration and service naturally corresponded with the casual library accomplishments of the incumbents.

With the appointment of Mr. MacLeish as librarian, the Library of Congress began increasingly to be thought of as the national library, though Mr. MacLeish was, strangely enough, neither a member of Congress nor a professional librarian. A similar metamorphosis is now beginning at the Army Medical Library, stimulated and encouraged, be it put down to his eternal credit, by the present medical officer in charge, Colonel Harold W. Jones.

As the first logical step in contemplated reform is a careful study of the reformee in its diseased state, a committee was formed, comprised of three medical and three non-medical librarians, all eminent in their fields, to survey the Army Medical Library. Its report—certainly the most glaringly repetitious one ever to see print—is now to be considered; briefly, because it cannot be supposed that the details are of large interest or pragmatic importance to the generality of college and research librarians.

As the Army Medical Library is located in Washington, there have been fears expressed that it faced a fate regarded by some as almost worse than death—that of being sucked into the rapacious maw of the Library of Congress. Mr. MacLeish has recently written elsewhere, however, that the Library of Congress has no stomach for such a meal; and now the survey committee also finds that, from the practical viewpoint, it would be desirable for the Army Medical Library to retain its autonomy but to work

in close cooperation with the Library of Congress. It suggests that each library exchange material in its collection that is particularly germane to that in the other's field and that the Army Medical Library seek similar cooperative arrangements with other government libraries in Washington bordering on its subject, with a view to greater specialization and less uneconomic duplication.

As regards organization, administration, and personnel, the committee's recommendations seem reasonably specific and well-considered. Departmental reorientation and reorganization—comparable to that recently effected at the Library of Congress—are already under way in the Army Medical Library; the committee recommends continued, and even more drastic, efforts in that direction. It believes that the library should remain the child of the Army but that the Army medical officer assigned to it should be designated the director (this recommendation had recently been carried out), and be held primarily responsible for the outside contacts of the library—while a career librarian, with the title "librarian," should assume the technical administration. Higher professional standards of personnel are recommended.

The report is honest and yet tactful in its description of current conditions at the library and specific and plausible in its recommended therapy. It should be regarded as essentially a campaign document, designed to win appropriations, for a badly needed new building (plans for which have already been prepared), to secure official approval for the administrative changes that should restore to the library its one-time prestige, now somewhat faded, and to increase immensely the value and usefulness of the library to the nation.

The calculated title, no less than the report itself, gives further notice that we are coming slowly but surely to recognize our great government libraries as national assets worthy of adequate governmental and popular support and of the best in scientific, imaginative administration that the library world has to offer.—*W. B. McDaniel, 2d, librarian, College of Physicians of Philadelphia.*

# Nominations for A.C.R.L. Officers

## 1945-46

Vice President and President-Elect (one to be elected)

Charles F. Gosnell, librarian, Queens College Library, Flushing, N.Y.  
Errett Weir McDiarmid, librarian, University of Minnesota Library, Minneapolis

Eugene H. Wilson, director, University of Colorado Libraries, Boulder

General Director (one to be elected for three-year term)

Kathleen R. Campbell, librarian, State University, Missoula, Mont.  
Robert W. McEwen, librarian, Carleton

College, Northfield, Minn.

Stanley Pargellis, librarian, Newberry Library, Chicago.

A.C.R.L. Representatives on A.L.A. Council (two to be elected for four-year term)

Frederick Cromwell, librarian, University of Arizona, Tucson  
Homer Halvorson, librarian, Johns Hopkins University, Baltimore  
Louise F. Kampf, librarian, Colorado College, Colorado Springs  
Louise Savage, Alderman Library, University of Virginia, Charlottesville

### *A.C.R.L. Nominating Committee*

Benjamin E. Powell, librarian, University of Missouri, Columbia, chairman

William H. Carlson, associate librarian, University of Washington, Seattle

Mabel L. Conat, reference librarian, Public Library, Detroit

Hazel A. Johnson, librarian, Palmer Library, Connecticut College, New London

John Van Male, librarian, Madison Memorial Library, Madison College, Harrisonburg, Va.

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Officers for 1944-45

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Secretary: Charles V. Park, Librarian, Central Michigan College of Education, Mt. Pleasant

Treasurer: Vera S. Cooper, Librarian, DePauw University, Greencastle, Ind.

Past-President: Charles B. Shaw, Librarian, Swarthmore College, Swarthmore, Pa.

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Eunice Wead, Associate Professor, Department of Library Science, University of Michigan, Ann Arbor

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John S. Richards, Librarian, Seattle Public Library, Seattle

Charles F. McCombs, Chief Bibliographer, New York Public Library, New York City

Eliza Atkins Gleason, Director, School of Library Service, Atlanta University, Atlanta

Isabella K. Rhodes, Assistant Professor, School of Library Service, Columbia University, New York City

Florence M. Gifford, Head, General Reference Division, Cleveland Public Library, Cleveland

Samuel W. McAllister, Associate Director, University of Michigan Library, Ann Arbor

Grace van Wormer, Assistant Director, University of Iowa Libraries, Iowa City